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ABSTRACT

This report reviews the implications of South Carolina State College's model elementary school program. The program places special emphasis on performance-based teacher education. Models were developed utilizing system design techniques which have the following features: a) personalized and individualized instruction, b) simulated professional laboratory experiences, c) clinical experiences, d) modular instructional components, and e) research-oriented structure. Organizational structure, objectives, and various components of the programs are presented as background material. An introduction to the exceptional children component for elementary teacher education is composed of an introduction, rationale, organization, and instructional components. The program considers the intellectually gifted child as well as children with low intelligence, learning disabilities, speech deviations, auditory handicaps, visual handicaps, behavioral disorders, and other health impairments. A reference system designation developed for foundations of reading instruction is also presented. (MJM)

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FINAL REPORT

Department of Education
SOUTH CAROLINA STATE COLLEGE

PROJECT NO. ~~9-8038~~ 9-8035

CONTRACT IN OEG-0-9-508035-4321

IMPLICATIONS OF A MODEL ELEMENTARY SCHOOL PROGRAM WITH PARTICULAR EMPHASIS UPON A PERFORMANCE-BASED PROGRAM AT SOUTH CAROLINA STATE COLLEGE

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

Bureau of Research

SP005811

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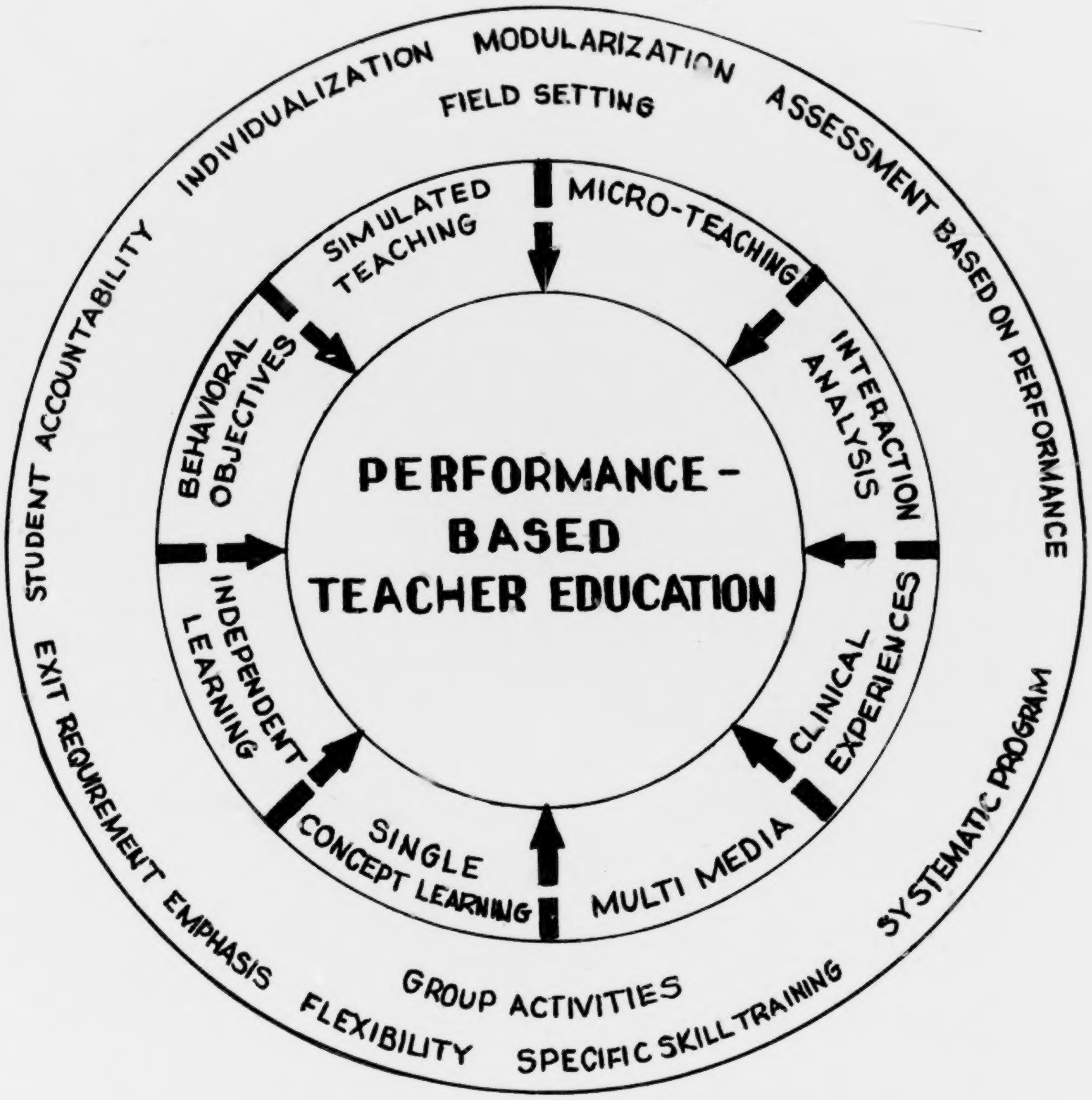
DEPARTMENT OF EDUCATION
SOUTH CAROLINA STATE COLLEGE

CONCEPTUAL MODEL OF PERFORMANCE-BASED TEACHER EDUCATION



INTRODUCTION

South Carolina State College is one of a group of ten small colleges that have accepted commitment to the development of performance-based teacher education programs. The interest of this group, the Consortium of Southern Colleges for Teacher Education, developed as a result of an invitation to each school to engage in similar limited research into the usability of the USOE Teacher Education Project, Phase I, Model I Elementary Programs.

Most of the schools selected for this phase of the program had a number of things in common. Their enrollments are generally small; the majority of their graduates go into teaching as a profession; and, with one exception, they are serving predominantly a black student population. The schools which are members of the Consortium are Clark College, Florida A. & M. University, Jarvis Christian College, Livingston University (Alabama), Norfolk State College, North Carolina Central University, Shaw University, South Carolina State College, Tennessee A. & I. University, and Xavier University (Louisiana).

The goal of the activities in teacher education at South Carolina State College, as with all the member schools in CSCTE, is to develop teacher education programs which will be accountable for their products.

The models being developed utilize system design techniques which have the following features: (1) personalized and individualized instruction, (2) simulated professional laboratory experiences, (3) clinical experiences, (4) modular instructional components, and (5) research-oriented structure.

Consortium Central, the headquarters of CSCTE, serves as an active mechanism for disseminating educational products, materials and services and also provides the valuable linkage necessary to meet the existing and emerging needs of the member schools.

Cooperatively, CSCTE is focusing on the development of people, products, programs and performances which should make meaningful contributions to the development of teachers for the "real world."

SOME BASIC ASSUMPTIONS RELATED TO THE DEVELOPMENT AND IMPLEMENTATION OF A WORKING MODEL

Underlying Assumptions of the South Carolina State College Model

1. A teacher education program that is relevant to our society must find ways and means of providing accountability of its stated goals and objectives. The products of the program must be able to operate efficiently and effectively in all types of school settings such as small rural and urban schools and schools in suburban areas. A crucial concern of most teacher education programs today is the preparation of professional personnel adequately equipped to operate effectively with a unitary school setting.

2. A basic principle in working with students preparing for teaching careers is to recognize their individual differences and help by focusing upon their strengths and assisting them in overcoming their weaknesses. Recognized progress has been established here by teachers helping students and students helping each other. The Individualized Instructional Modules will be tailored to individual needs.

3. An acceptable and working teacher education program should be based upon the possession of acknowledged teaching skills and techniques; evidence of competence, based upon accumulated knowledge, accompanied by the ability to demonstrate performance efficiency by being able to establish meaningful instructional procedures such as to result in acceptable student progress.

4. A highly desirable attainment is a program that is competency based upon the accumulation of knowledge gained through wide reading and blended with an extensive range of meaningful experiences. Nevertheless, with the tremendous explosion of knowledge which has been witnessed and which will continue in the years ahead, a viable and relevant teacher education program must be primarily a process oriented program in its ongoing objectives.

5. The products of this program would be ever mindful that the job of preparing to be a teacher is never completed and that they will always be in training and preparation. All persons involved will understand and appreciate the value of self-improvement through educational seminars, membership in and attendance at professional meetings and by means of pursuing further work on campus or being enrolled in selected correspondence programs.

The implementation of the model proposes to make use of the following types of experiences:

1. Simulation situations
2. Professional laboratory experiences
3. Interaction analysis
4. Individualized instructional materials
5. Micro-teaching
6. Programmed instruction
7. Experiences in group dynamics
8. Video-tape presentations and evaluation
9. Development of hierarchy of behavioral objectives
10. Input and feedback sessions
11. Development of appropriate research tools and techniques

The model recognizes the following objectives and goals as both realistic and reasonable:

1. The identification of the necessary conditions to bring about the successful performance of a task.
2. The specification of the knowledge, skills, and sensitivities that are needed by teachers.
3. The specification of the conditions by which the knowledge, skills, and sensitivities needed by teachers to perform their various school tasks can be developed.
4. The provision of a new kind of laboratory and clinical base as the foundation for pre- and in-service teacher education programs.
5. The preparation of a new kind of teacher for the nation's schools--one who:

a. assumes the role of a responsible agent in social change;

b. understands human learning, its capacity, and its environmental characteristics; and,

c. engages in teaching as a clinical practice.

6. The provision of a future teacher program which includes a broad experience in general education, embracing the disciplines of the humanities, science, and social sciences.

The college teacher, in attempting to assist students in developing adequate self-concepts and acquiring an understanding of the affect which one's attitude about himself has upon his behavior, will:

1. Help students to accept and appreciate themselves and to use and develop these inherent potentials.
2. Provide a supportive and encouraging classroom environment in which children will feel free to test themselves and recognize both their strengths and weaknesses.
3. Involve students in experiences which will assist students in making decisions and examining the effect of their decisions.
4. Establish a classroom atmosphere which will encourage independent thinking and initiative.
5. Pose for students "open ended" questions which will permit pupils to explore their ideas, to make decisions and weigh the merits of these decisions.
6. Assist students in developing a set of criteria to be used in problem-solving situations and evaluating these criteria.
7. Assist students in examining in a realistic manner, their goals, interests, and aspirations.
8. Involve students in group process experiences that involve sensitivity situations which will enable students to acquire attitudes toward himself and others based upon deliberate evaluative procedures.
9. Provide for students' experiences in which they feel success to the more challenging situations which will test their abilities more.

10. Have students study the effect of the peer group influence.

11. Assist students in examining their own attitudes and decisions so as to determine the possible effect of their peer group.

12. Encourage social situations and interactions in peer group relations as a means of stimulating the learning process.

13. Analyze various educational situations to determine the means by which group decisions are made.

14. Have students observe and evaluate their own performance and furnish supportive and reinforcement stimuli which are appropriate to promote student growth and development.

15. Provide experiences for students which will promote divergent as well as convergent thinking.

The college teacher, in seeking to develop in students habits which will enable them to become worthwhile members of society, will:

1. Expose them to as wide a variety of experiences with as many different people, of different races and classes, of different social and economic background, so as to learn to respect the likenesses and differences in each.

2. Assist students in working with each other to see and expect differences among them which tend to make each individual very unique.

3. Provide many situations in which students will come to know both their strengths and weaknesses and to develop or acquire ways and means of building upon their strengths, while at the same time, minimizing their weaknesses.

4. Assist students in acquiring the knowledge of the various roles they are expected to play, such as a parent, an employer and as a citizen.

5. Involve students in situations which will enable them to understand more fully the various forces or groups in our society which have a hand in shaping our educational structure.

6. Work with students in examining and analyzing the status roles and the power structure which work to effectively influence most of the major decisions affecting education and society.

7. Assist students in making meaningful investigations into the various ways which groups and individuals acquire and use power to affect decisions involving the larger society.

8. Study broadly how the educational system in our society works with individuals and groups, such as blacks, poor whites, Mexican Americans, and other minority groups to either include or exclude them from the mainstream in our society.

9. Examine, with students, the effect of the eighteen year old being extended the right to vote and possible effects it will have upon local, state, and national elections as well as the accompanying effects upon education and society.

SUMMARY STATEMENT

The Development Of The Elementary Education Model

At South Carolina State College

The initial step taken to develop a model for the Elementary Education Program at South Carolina State College was the setting up of a committee charged with the responsibility of studying the existing program and making the necessary recommendations to effect desired changes. The proposed changes resulted from reviewing the programs of a number of colleges which were generally recognized as having unique programs, and utilizing as a frame of reference, the guidelines and underlying implications from the USOE Model Elementary Education Project.

Considerable attention was given to efforts to eliminate unnecessary overlapping and duplication in course content as was found in the existing program. Feedback was received from a select group of students who were then enrolled in the program for input as to how the program could or should be revised. Similar reactions were received from many of the recent graduates who gave many very helpful suggestions and ideas for implementation of the revised program.

An effort was made to get as much information as possible on the 1971 incoming freshmen in the Department of Education. Individual profiles were drawn up to include such data as socio-economic background, class standing, SAT scores, placement on college administered tests, recommendations and/or opinions of principals, counselors, and teachers of the students. The overall profiles also indicated whether or not the students were primarily rural or urban oriented.

A special committee concerned with output, developed a taxonomy of teaching competencies which all of the students should possess as exit requirements of the program. The recommendations or listings found in many USOE Model Programs were most useful as the staff reached a concensus in establishing exit competencies.

It was recognized that the primary emphasis in implementing the program would be on process. In weekly departmental meetings, teachers related and discussed the various methods and techniques which they utilized in developing their teaching styles. Students' reactions and feedback were received in terms of how they actually learned what they learned and how certain concepts were developed and crystallized.

In conjunction with the development of the elementary education model, two modularized components were developed--one in Special Education and the other in Reading. The components are being field tested and are now undergoing limited revisions which should enable them to more nearly meet desired objectives.

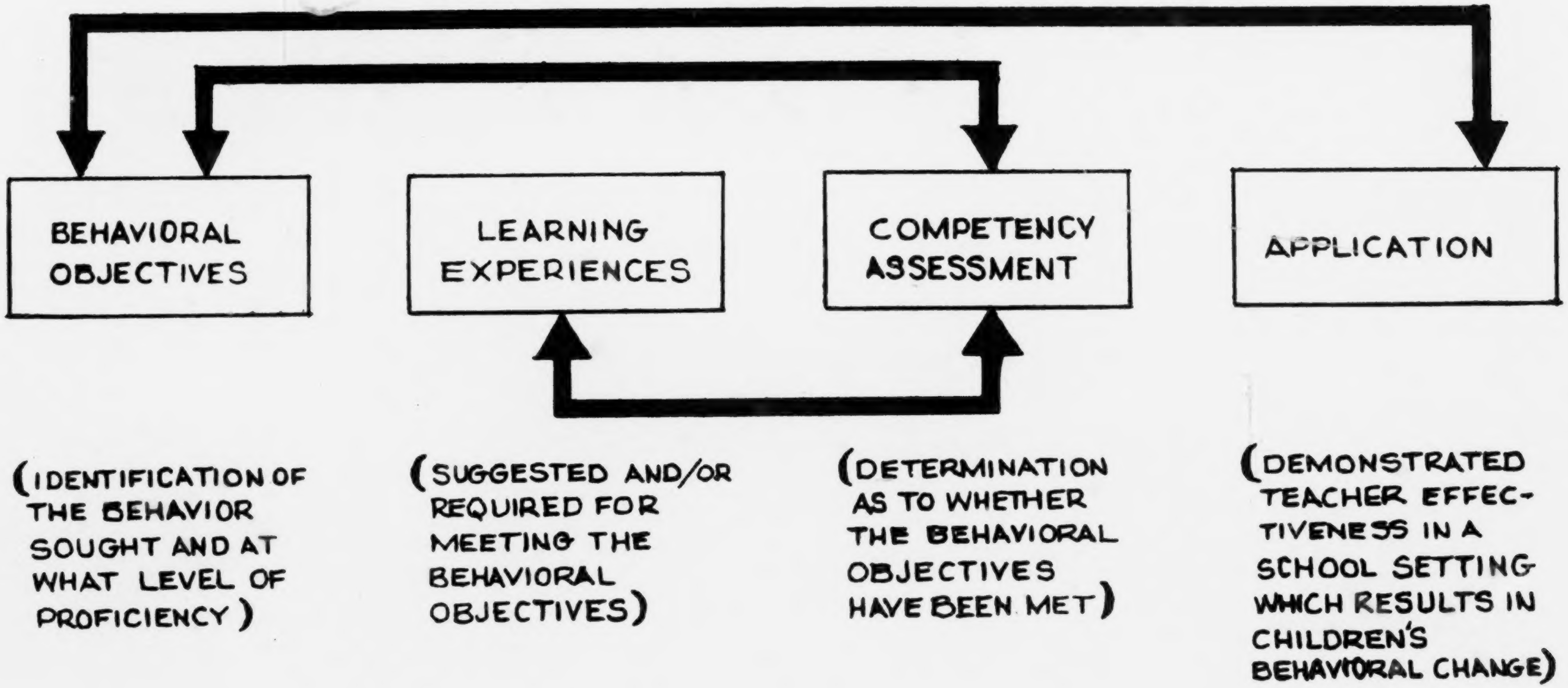
The creation of a centralized, well-functioning, audio-tutorial learning center has been a primary focus of our planning and considerable efforts are still being devoted to the realization of this goal. Learning laboratories have been created in the areas of Special Education, Reading, and Language Arts. The College A-V Center continues to perform its usual role in providing selected films, slides, tapes, records, and other media and, at the same time, assists the program by enabling teachers and students to develop their own audio-tapes, transparencies, slides and other audio-visual materials.

Successful provisions have been initiated for the early involvement of elementary education majors in regular school settings. Beginning at the freshman level, the experiences and activities in which they are engaged include observation, serving as teacher aides, conducting tutoring sessions, and serving in other semiprofessional roles in local community agencies. Actually, a great deal of the prior programs were designed and operated from a performance based approach. Students have generally been exposed to experiences in simulation, interaction analysis, micro-teaching and video-taping sessions. Perhaps the most questionable part of the program is that the overall efforts have been limited largely to the students and staff from the Department of Education. Much more is now being done to have college-wide involvement in the program.

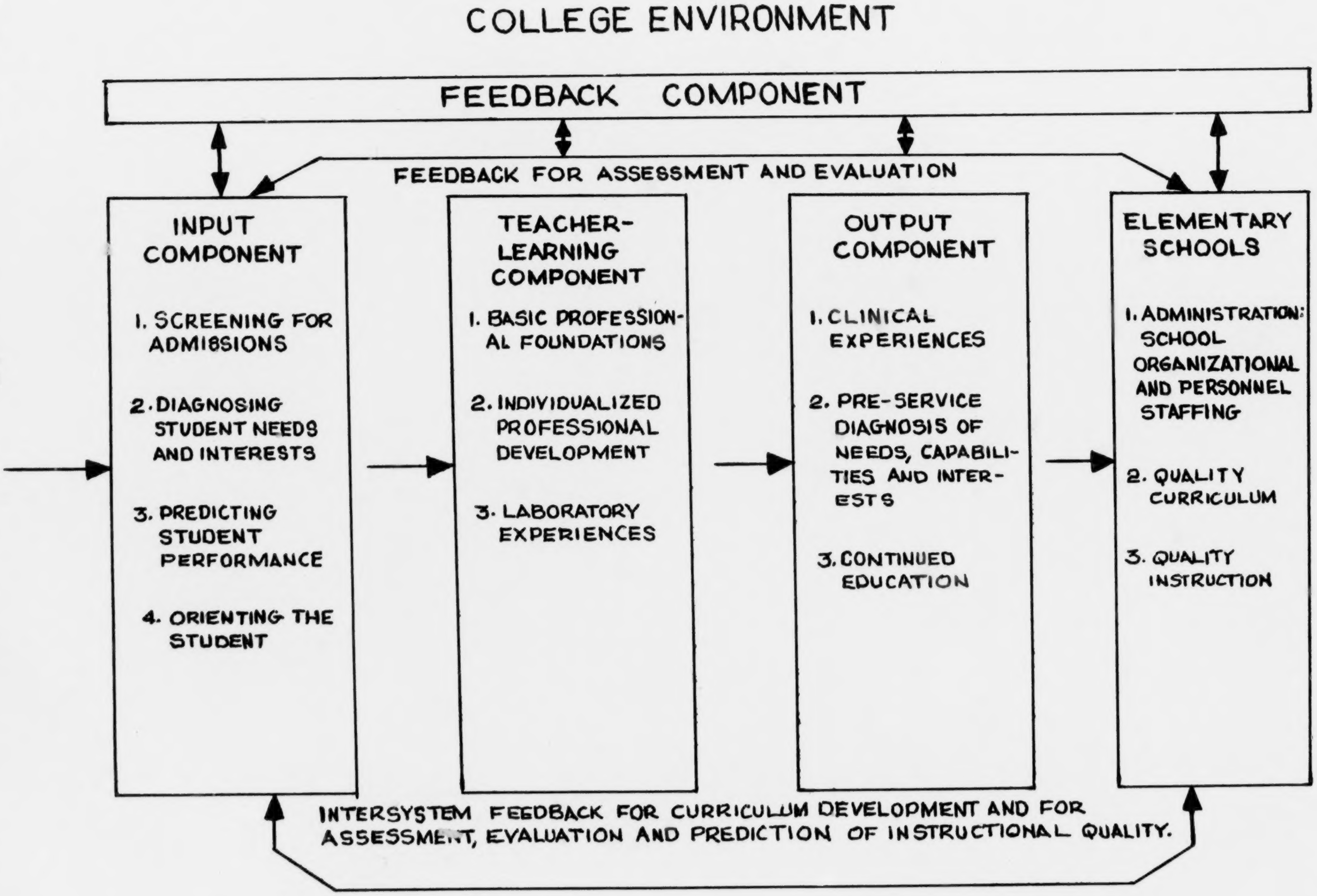
At least two public schools have been designated as portal schools and a very close working relationship has been established with the staff of these schools. Continued training sessions for selected public school staff members is envisioned and many of the staff members from the portal schools will be engaged in the overall program planning on a proto-cooperative basis.

The South Carolina State Department of Education is now giving serious attention and study to the performance based approach to teacher certification. South Carolina State College has begun some dialogue with the State Department on this matter. It is generally recognized by the State Department and the College that it would be to their mutual benefit to work together as the goal of implementating a performance based program in the preparation and certification of teachers is pursued.

SCHEMATIC REPRESENTATION OF THE MODEL

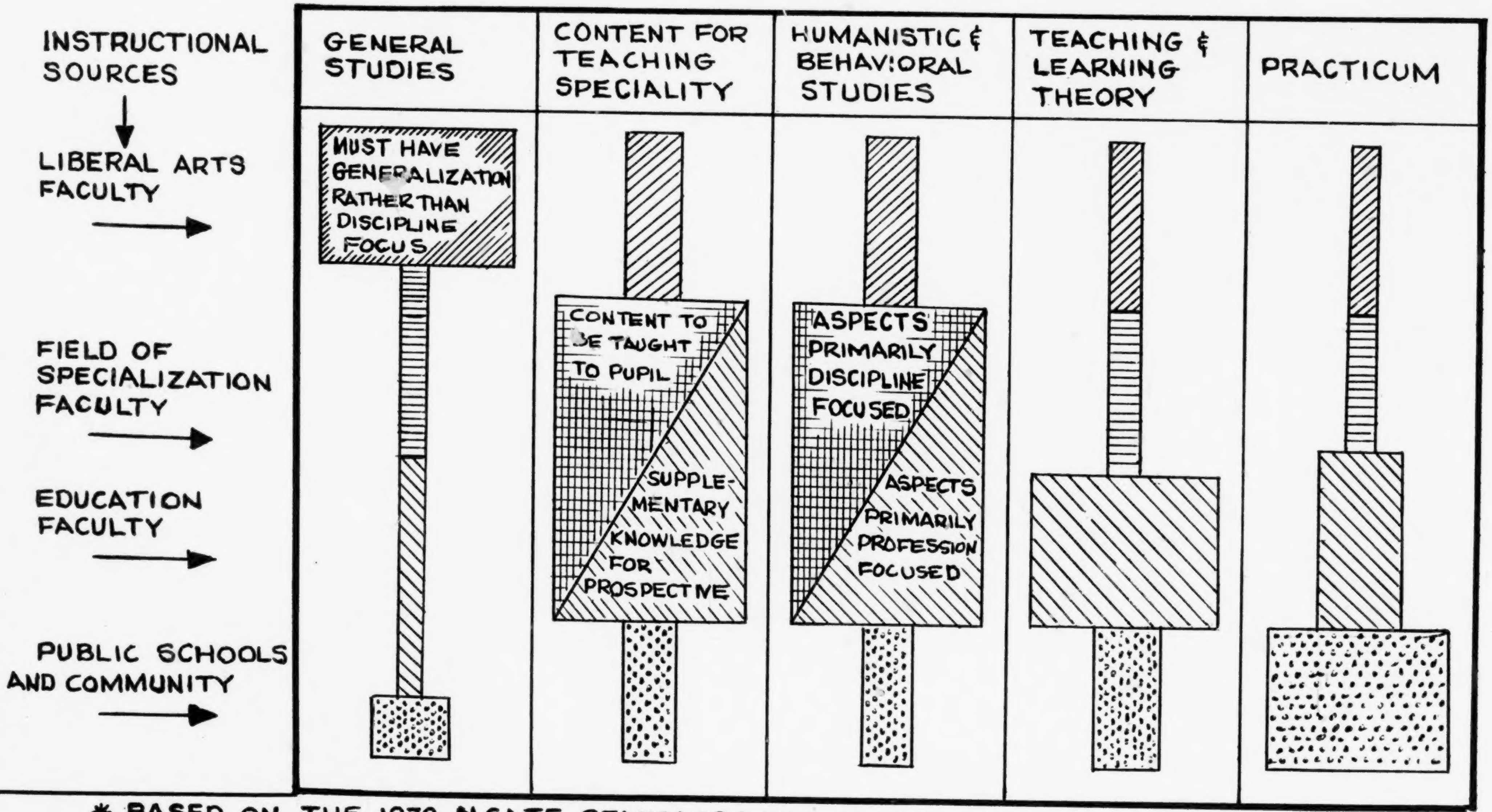

BEHAVIORAL OBJECTIVES
LEARNING EXPERIENCES
COMPETENCY ASSESSMENT
APPLICATION
(IDENTIFICATION OF THE BEHAVIOR SOUGHT AND AT WHAT LEVEL OF PROFICIENCY)
(SUGGESTED AND/OR REQUIRED FOR MEETING THE BEHAVIORAL OBJECTIVES)
(DETERMINATION AS TO WHETHER THE BEHAVIORAL OBJECTIVES HAVE BEEN MET)
(DEMONSTRATED TEACHER EFFECTIVENESS IN A SCHOOL SETTING WHICH RESULTS IN CHILDREN'S BEHAVIORAL CHANGE)

BASIC COMPONENTS OF THE TEACHER EDUCATION MODEL


COLLEGE ENVIRONMENT
FEEDBACK COMPONENT
FEEDBACK FOR ASSESSMENT AND EVALUATION
INPUT COMPONENT
1. SCREENING FOR ADMISSIONS
2. DIAGNOSING STUDENT NEEDS AND INTERESTS
3. PREDICTING STUDENT PERFORMANCE
4. ORIENTING THE STUDENT
TEACHER-LEARNING COMPONENT
1. BASIC PROFESSIONAL FOUNDATIONS
2. INDIVIDUALIZED PROFESSIONAL DEVELOPMENT
3. LABORATORY EXPERIENCES
OUTPUT COMPONENT
1. CLINICAL EXPERIENCES
2. PRE-SERVICE DIAGNOSIS OF NEEDS, CAPABILITIES AND INTERESTS
3. CONTINUED EDUCATION
ELEMENTARY SCHOOLS
1. ADMINISTRATION: SCHOOL ORGANIZATIONAL AND PERSONNEL STAFFING
2. QUALITY CURRICULUM
3. QUALITY INSTRUCTION
INTERSYSTEM FEEDBACK FOR CURRICULUM DEVELOPMENT AND FOR ASSESSMENT, EVALUATION AND PREDICTION OF INSTRUCTIONAL QUALITY.

DEPARTMENT OF EDUCATION
SOUTH CAROLINA STATE COLLEGE

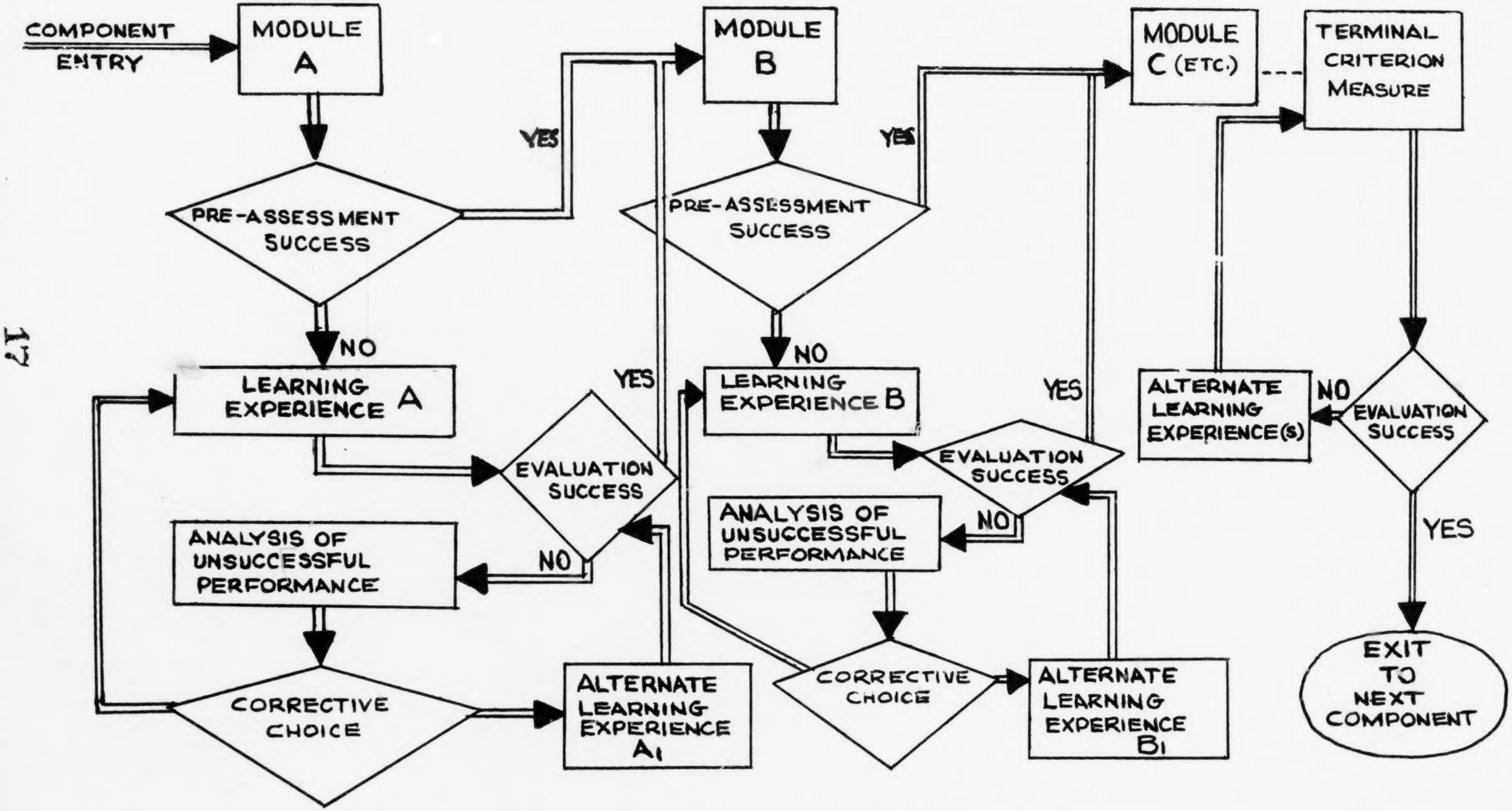
FIVE INSTRUCTIONAL COMPONENTS IN THE TEACHER EDUCATION PROGRAM*


INSTRUCTIONAL SOURCES
LIBERAL ARTS FACULTY
FIELD OF SPECIALIZATION FACULTY
EDUCATION FACULTY
PUBLIC SCHOOLS AND COMMUNITY
GENERAL STUDIES
CONTENT FOR TEACHING SPECIALITY
HUMANISTIC & BEHAVIORAL STUDIES
TEACHING & LEARNING THEORY
PRACTICUM
MUST HAVE GENERALIZATION RATHER THAN DISCIPLINE FOCUS
CONTENT TO BE TAUGHT TO PUPIL
SUPPLEMENTARY KNOWLEDGE FOR PROSPECTIVE
ASPECTS PRIMARILY DISCIPLINE FOCUSED
ASPECTS PRIMARILY PROFESSION FOCUSED

* BASED ON THE 1970 NCATE STANDARDS FOR TEACHER EDUCATION

DEPARTMENT OF EDUCATION
SOUTH CAROLINA STATE COLLEGE

SCHEMATIC REPRESENTATION OF SELF-PACING SEQUENCE LEADING TO PROFESSIONAL COMPETENCE



ENROLLMENT IN THE SCHOOL OF EDUCATION

Students who wish to prepare for teaching and be certified to teach in the public schools of South Carolina must enroll in the School of Education. A total program covers (1) General Education, (2) Specialized Education, and (3) Professional Education. Students desiring to receive degrees offered by the School of Education should enroll in the School of Education after their freshman year, or very soon thereafter, in order that they may follow the approved sequence of experiences applicable to their field of specialization.

1. The student will have selected a major by the end of the freshman year.

2. At the end of the sophomore year, if he is interested in entering teacher education, the student will make his intention known to the chairman of the department or the Teacher Education Coordinator. He will be furnished application materials which must be returned by the deadline date.

3. The Teacher Education Coordinator will pass these applications to the chairman of the department who will submit them to the office of the Dean of the School of Education. Immediately, sufficient student evaluation blanks will be forwarded.

4. The student evaluation blanks will be executed by the Teacher Education Coordinator in conference with the department head. Prior to this conference the Coordinator will have discussed the characteristics of the prospective teacher education student with teachers in the department. The synthesis of the judgments of the teacher, the coordinator, and the department head to execute and sign the evaluation blank.

5. The Dean of the School of Education, in conference with the Coordinator and the subcommittee of the Teacher Education Council, will determine what action is to be taken. The Dean of the School of Education will send notification of acceptance or rejection to the student, dean of the school, department chairman, Supervisor of Directed Teaching, coordinator, adviser, and the Registrar.

6. Those students who are not accepted will not be allowed to take directed teaching nor will they be recommended for teacher certification. However, they will be allowed to take six (6) hours of electives in lieu of directed teaching in order to graduate.

Students not enrolled for a degree in the School of Education may elect certain experiences in education, with approval of the Dean of the School of Education and their major professor. Components elected in this manner may or may not be approved for certification purposes by the State Department of Education because the components may not meet the specific requirements of their field of training.

Students are required to pass successfully the English Proficiency Examination as a prerequisite for directed teaching.

CHARACTERISTICS OF THOSE SEEKING ADMISSION

The School of Education encourages the enrollment of students capable of sound scholarship, who have a deep interest in children, and in the teaching profession as a whole. The following characteristics are sought in those seeking admission:

1. A realistic inner security that gives a positive concept of self and a sensitivity to the self-concepts of others.
2. Creativity in thinking and behaving.
3. Confidence and flexibility to know when and where to get help in understanding and dealing with change and the unknown.
4. A broad cultural background that makes it possible to relate to and communicate with people of different ages, races, cultures, and ethnic backgrounds.
5. Ability to locate and focus upon problems and issues and evaluate alternatives as a basis for making decisions.
6. Understanding of the role of education in our society.

7. Appreciation and understanding of children and what they can become.

8. Understanding and skill in implementing learning as a process through which behavior is changed and pupils are helped to continue their learning and to develop their potentialities in a world of change.

9. Insights into the importance and essentials of helping individuals develop human values.

10. Competence in using evaluative techniques in ways that will encourage the cultural, physical, and mental growth of children with whom he works and will enhance his own growth.

Students in the School of Education must meet the admission requirements of the College and those of the School. All students who wish to transfer from other schools or departments must submit an application to the Office of the Dean of the School of Education and await the action of the Teacher Education Council before they can be officially admitted.

DEGREES

The School of Education provides for its students to pursue courses leading to the degree of Bachelor of Science in Elementary Education, Bachelor of Science in Education for students majoring in health and physical education and library service, and the Bachelor of Science in Music Education.

A COMPARISON BETWEEN THE "TYPICAL" FRESHMAN MAJORING IN ELEMENTARY EDUCATION AND THE "TYPICAL" FRESHMAN AT SOUTH CAROLINA STATE COLLEGE ON SELECTED PSYCHOMETRIC DEVICES

1971-1972

The Committee on Input, Department of Education, was charged with the responsibility of ascertaining how the freshmen currently majoring in elementary education compared with other freshmen at South Carolina State College in terms of academic potential. To accomplish this task, data were collected from several sources. These data were analyzed and a synthesis of the findings is presented below.

The class rank of the "typical" freshman majoring in elementary education was calculated to be at the 74th percentile; his projected grade point average was 1.65.

Based on data collected and compiled by the Counseling Center of South Carolina State College, the "typical" freshman entering the College for the academic year 1971-1972 had the following characteristics (Since these data represent mean averages, it is understood that extremes existed in each category.):

Background	Rural
Family Size	Five to seven
Family Income	$4,800.00
Education of Parents	High School or less (Majority) College Graduates (25%)

> Approximately 65 to 70% of all freshmen are receiving some form of financial assistance.[1]

Inasmuch as the twenty-nine freshmen majoring in elementary education were drawn from the total freshman population at the College, they would be expected to reflect the same, or similar, characteristics. Hence, no comparison was made between the "typical" freshman majoring in elementary education and the "typical" freshman majoring in other disciplines at South Carolina State College (hereafter referred to in the text as "the elementary education freshman," and "the State College freshman," respectively.

Table 1 shows a comparison between Mean SAT scores of the elementary education freshman and the State College freshman.

TABLE 1

MEAN SAT SCORES OF "TYPICAL" ELEMENTARY EDUCATION FRESHMAN AND "TYPICAL" STATE COLLEGE FRESHMAN 1971-1972

Scale	Mean Scores	
	"Typical" Elementary Education Freshman	"Typical" State College Freshman
Verbal	330	318
Math	356	344
Total	684	665

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[1] Douglas Tate, et al., "A Psychometric and Social Profile of the Freshman Class of 1971," Counseling Center, South Carolina State College, 1971, p. 2. (Mimeographed.)

It can be noted that the elementary education freshman had mean scores in all areas (Verbal, Math, and Total) that were slightly higher than those of the State College freshman. It is doubtful, however, that these differences are significant.

The mean of the SAT is 500 for each scale with a standard deviation of 100. The verbal mean for the elementary education freshman was 330, which is nearly one and three-fourths standard deviations below the mean score on the National norms. Similarly, the Math mean for the elementary education freshman (356) was slightly less than one and one-half standard deviations below the mean score on the National norms. No local norms for South Carolina State College were available for comparison.

Table 2 shows the reading performances of the elementary education freshman and the State College freshman on the Nelson-Denny Reading Test.

TABLE 2

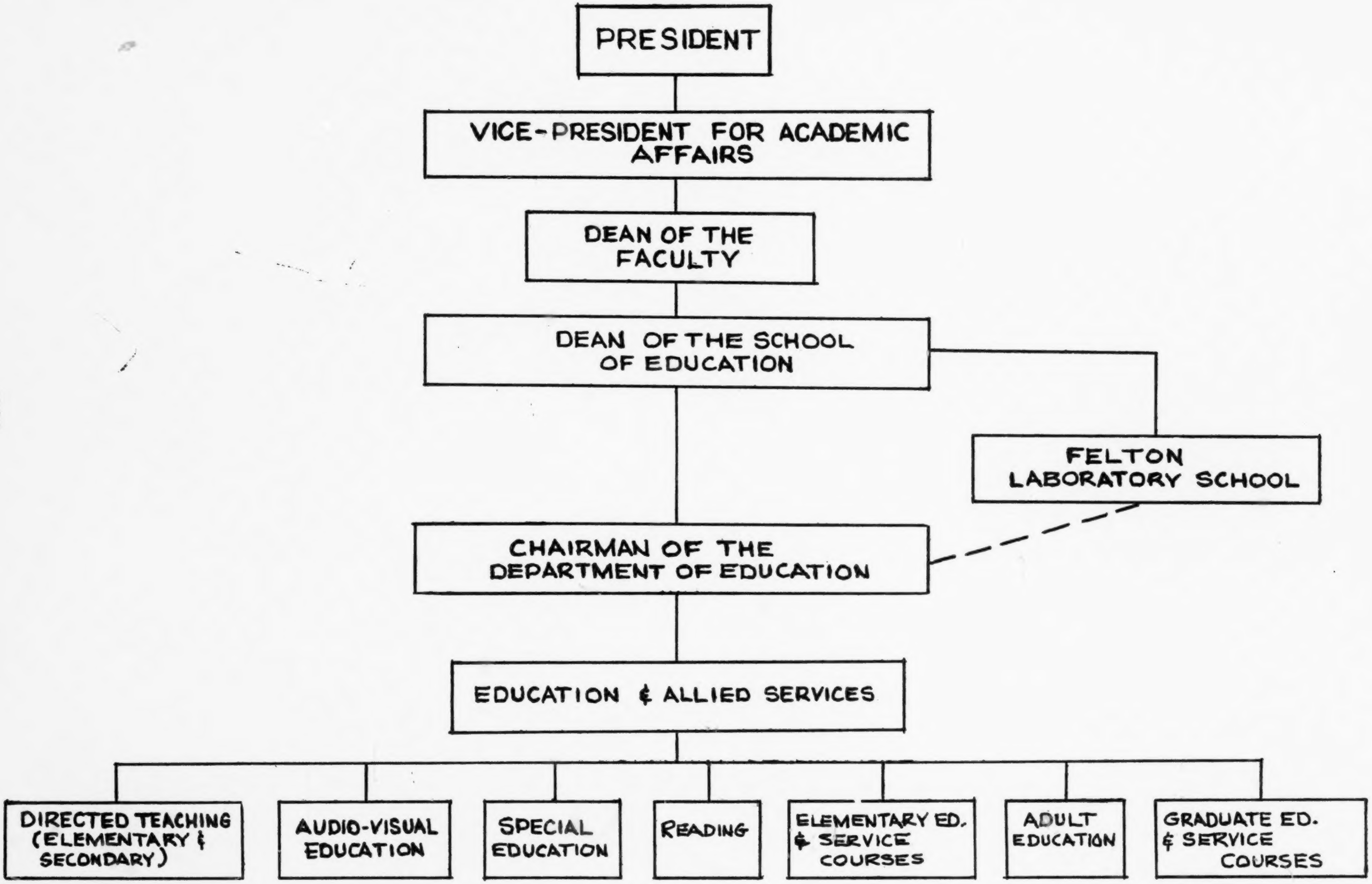
PERFORMANCES OF "TYPICAL" ELEMENTARY EDUCATION FRESHMAN AND "TYPICAL" STATE COLLEGE FRESHMAN ON FORM A OF THE NELSON-DENNY READING TEST, 1971-1972

Scale	"Typical" Elementary Education Freshman			"Typical" State College Freshman		
	Raw Score	Percentile	Grade Equivalent	Raw Score	Percentile	Grade Equivalent
Vocabulary	22	35	10.7	21	31	10.4
Comprehension	14	3 Below	7.0	14	3 Below	7.0
Combined Vocabulary and Comprehension	36	9	8.5	35	8	8.4

The performance of the elementary education freshman was almost identical to that of the State College freshman--both had nearly equal raw scores and grade equivalents of 10 and less than 7 in vocabulary and comprehension, respectively. This indicates that while the elementary education major is performing far below his academic level in reading, especially in reading comprehension, he/she does not differ significantly from the average or "typical" freshman at South Carolina State College.

It may be concluded, therefore, that the freshman currently majoring in elementary education is essentially no better and no worse, in terms of academic potential as exemplified by performances on the SAT and the Nelson-Denny Reading Test, than the "typical" freshman at South Carolina State College during 1971-1972.

ORGANIZATIONAL CHART FOR THE DEPARTMENT OF EDUCATION


PRESIDENT
VICE-PRESIDENT FOR ACADEMIC AFFAIRS
DEAN OF THE FACULTY
DEAN OF THE SCHOOL OF EDUCATION
FELTON LABORATORY SCHOOL
CHAIRMAN OF THE DEPARTMENT OF EDUCATION
EDUCATION & ALLIED SERVICES
DIRECTED TEACHING (ELEMENTARY & SECONDARY)
AUDIO-VISUAL EDUCATION
SPECIAL EDUCATION
READING
ELEMENTARY ED. & SERVICE COURSES
ADULT EDUCATION
GRADUATE ED. & SERVICE COURSES

OBJECTIVES OF THE DEPARTMENT OF EDUCATION

A student successfully completing the requirements for a degree in Elementary Education is expected to meet the following objectives:

He will

1. demonstrate by means of oral and written tests, individual and group discussions and other observable or measurable procedures, evidence of a broad education that would provide him with an understanding of the culture and the society in which he works and lives and a sufficient degree of flexibility to meet the changes which will be occurring constantly.
2. demonstrate by means of appropriate evaluative criteria, the effective mastery of written and spoken English.
3. exemplify by his behavior, an understanding and appreciation for the function of the public school in our American culture and how change is effected by this institution.
4. demonstrate by his overt behavior, the acquisition of a positive self-concept and a sensitivity to the self-concept of others to the degree that he evidences an understanding of and empathy with children to positively affect what they can become.
5. indicate by his performance in selected activities and experiences, understanding and skill in implementing learning as a process through which behavior is changed and how pupils are helped to continue their learning and to develop their potentialities in a world of change.
6. examine and analyze the organization and curricula currently being employed in schools in which he is likely to teach, to the extent that he is capable of becoming a catalytic agent in effecting change when it becomes appropriate and needed.
7. demonstrate a high level of competence in using evaluative techniques and materials in such ways as to encourage the children with whom he works and to enhance their growth in meaningful ways.

8. reflect by his actions, attitudes and values, the competencies and ideals appropriate for the profession through actual experience in the school setting under competent supervision.

Comparision of the Conventional Approach to Teacher Education with a Competency-Based Teacher Education Approach

	Conventional	Competency-Based Teacher Education
Objectives	Nonbehavioral, generalized. Student guesses or assumes.	Behavioral, specific, detailed. Given to student at start of term, each unit and study period.
Course Outline	Chapter--topic--textbook--test dates.	Detailed step-by-step objectives and media chains to be used in self-paced program.
Course Conduct	Three weekly lectures, outside reading, trouble conferences arranged.	One weekly assembly, independent self-study, multi-media, small seminar groups, much tutorial assistance.
Student Evaluation	Twice a year.	May be daily or weekly depending upon the individual student's completion of the learning task.
Knowledge of Results	Twice a session--long delays. Formal faculty tests, written in group.	Weekly, immediately. Self-testing. Written, oral, group and individual examinations and quizzes.
Emphasis	Teacher) Text)Instructional Tests) Grades)	Learner) Multi-Media) Learning Feedback) Achievement)

INTRODUCTION TO EXCEPTIONAL CHILDREN COMPONENT

IEC-001

IEC-002

IEC-003

IEC-004

IEC-005

Reference System Designation:

Program: Elementary Teacher Education

INTRODUCTION TO EXCEPTIONAL CHILDREN COMPONENT

Overview

The Introduction to Exceptional Children Component is organized to comply with 5 major goals. First, each student should exhibit an understanding of the abilities and disabilities found within the group of children who are designated as exceptional. Second, there should be developed a cognizance of the individual differences found in children categorized as exceptionals. Third, accompanying these goals will be the students' awareness of the specific needs arising from these differences so that relevant and suitable programs may be designed for these children. Fourth, there will be general understandings of the instructional strategies employed to meet the needs of exceptional children. Fifth, the student will establish a greater interest in the welfare of the handicapped.

In order to obtain the above goals, throughout the entire component central focus has been given to activities involving the students in describing and categorizing (while maintaining the concept of intra-individualness) exceptional children. Theories, normative information, and current practices from the exceptional children's area have been selected on the basis of pertinence to this component.

Basic knowledge of the varied exceptionalities is of value in teacher preparation in the area of education for the handicapped. Herein lies one of the factors which facilitates designation of specialization within the provided teacher education framework.

The professional laboratory experiences provided in this component will not only be supportable to and peripheral of the concepts being developed herein, but will also be exemplary of the principles, concepts, and skills included in the entire program. This, it is hoped, will facilitate the sensory intake of each student and serve as a decision-making factor in teacher career selection and concentration within special education.

RATIONALE

(JUSTIFICATION FOR THE INCLUSION OF THE COMPONENT IN THE EXCEPTIONAL EDUCATION PROGRAM)

This component is needed in the exceptional education program to facilitate the students' selection of and concentration in a specific teaching area. Students who are actively involved in this planned program will develop the needed background concepts, terminology, skills and attitudes which will promote more effective, worthwhile, and highly specialized teacher techniques to be utilized in later developmental levels.

The learning experiences designaged as operational objectives in this component are necessary to successful performance in later components.

As a result of the Introductory Component, each student will meet the following competencies:

1. Elect an area of concentration on the basis of attitudes and skills acquired.
2. Evidence knowledge of and accommodation for exceptional youth in the society.
3. Acquire, through routine and system, data as a means of properly assuring the employment of technical skills in educational programs for exceptional children.
4. Evaluate future learnings and educational actions in the light of acquired data secured from these modular experiences.

ORGANIZATION OF THE COMPONENT

The organizational structure of the clusters embraced in this component consists primarily of a numerical sequence without provisions for deviations or omissions. There are, however, two options relative to the sequence in which the ascribed patterns of clusters may be undertaken. (Alternate IEC-008 to follow IEC-004 and IEC-0010 to follow IEC-001.)

Students are expected to proceed in numerical sequence:

IEC-001	(SCS)	Orientation: The Scope and Practices in Exceptional Education
IEC-002	(SCS)	The Intellectually Gifted Child
IEC-003	(SCS)	Orientation to Children with Low Intelligence: The EMRC and TMRC
IEC-004	(SCS)	Children with Specific Learning Disabilities
IEC-005	(SCS)	Children who are Speech-Deviants
IEC-006	(SCS)	Children with Auditory Handicaps: The Deaf and Hard of Hearing
IEC-007	(SCS)	Children with Visual Handicaps: The Blind c/Partially Seeing
IEC-008	(SCS)	Children with Behavioral Disorders
IEC-009	(SCS)	Neurologic, Orthopedic, and other Health Impairments
IEC-010	(SCS)	Organization at the Federal, State, and Local Levels to Facilitate Developmental Programs for Exceptional Children.

STUDENT EVALUATION SHEET

NAME OF STUDENT____________________ INSTRUCTOR ____________________

Date Component Began________________ Date Component Ended ________________

(Code: X - Highly Satisfactory: ✓ - Satisfactory; I - Incomplete)

COMPONENT CLUSTER	PRE-TEST	MODULE			POST-TEST
			Date	Code	
IEC-001.		IEC-001.01			
		IEC-001.02			
		IEC-001.03			
IEC-002.		IEC-002.01			
		IEC-002.02			
		IEC-002.03			
IEC-003.		IEC-003.01			
		IEC-003.02			
		IEC-003.03			
IEC-004.		IEC-004.01			
		IEC-004.02			
		IEC-004.03			
IEC-005.		IEC-005.01			
		IEC-005.02			
IEC-006.		IEC-006.01			
		IEC-006.02			
		IEC-006.03			
IEC-007.		IEC-007.01			
		IEC-007.02			
IEC-008.		IEC-008.01			
		IEC-008.02			
		IEC-008.03			
IEC-009.		IEC-009.01			
		IEC-009.02			
		IEC-009.03			
IEC-010.		IEC-010.01			
		IEC-010.02			

Triplicate forms: 1 - Student's record; 1 - Instructor's record; 1 - Coordinator's record.

IEC-001. ORIENTATION: THE SCOPE AND PRACTICES IN EXCEPTIONAL EDUCATION

I. PRE-REQUISITE - None

II. PLACEMENT OF CLUSTER: First in the Component

III. ESTIMATED TIME: Five Hours for Student
Two Hours for Instructor

IV. GENERAL OBJECTIVES OF THE IEC-001. CLUSTER:

Upon completion of this cluster, students will be able to:

1. Identify exceptional children according to the five major deviations as outlined by Kirk in Educating Exceptional Children.
2. Specify the characteristics of handicapped children and describe the symptoms which are indicative of potential learning problems.
3. Define the extent to which intra-individualism and inter-individualism influence the education of exceptional children.
4. Summarize accumulated data pertaining to the history and philosophy of the education of exceptional children.
5. State the estimated prevalence of exceptional children and the extent of educational services in this state and the United States.

If these broad objectives are achieved, the student will, for example, be able to do the following:

1. Type exceptional children according to a prepared sheet which gives a description of several varied characteristics.
2. Write his own philosophy of education relative to the exceptional child.
3. Prepare a graphic presentation of the varied exceptionalities in the state of South Carolina.

V. DESCRIPTION OF INSTRUCTIONAL ACTIVITIES:

1. Pre-test to determine whether the student should:
   a. Study all or selected portions of this cluster.
   b. Proceed to the post-test or the next cluster.

IEC-001. (SCS)

Competency Level
100% Accuracy

PRE-TEST

EVALUATIVE TEST ITEMS

GENERAL DIRECTIONS: Read each item carefully! Using a No. 2 pencil, place all answers on the ANSWER CARD. Please do not mark or write on the sheet containing the test items.

Multiple-Choice: DIRECTIONS: From the group of possible choices for each item, choose the one which best answers the question, or completes or describes the statement; blacken the space which corresponds to your choice.

1. The most basic value in the American philosophy of pupil personnel in education is:

   a. equal standards of achievement expected of all
   b. superior status for gifted children
   c. preferred treatment for the handicapped
   d. identical educational opportunities for all
   (e) supreme-worth of the individual pupil.

2. It is generally agreed that the ________ is not the responsibility of the public school.

   a. educable
   b. trainable
   (c) custodial
   d. mentally retarded
   e. slow learning child

3. The level of a student's intellectual growth is usually expressed in terms of his:

   a. chronological age
   (b) mental age
   c. educational age
   d. social age
   e. physical age.

4. The procedure for caring for gifted students that is least compatible with the democratic way of life is:

   (a) separate schools
   b. enrichment
   c. acceleration
   d. ability grouping
   e. all of these.

2. The cluster's first seminar would be devoted to the orientation of the objectives and requirements of the cluster.

3. Students will then proceed to the three modules in this cluster:

IEC-001.01	(SCS)	Identification and Classification of Exceptional Children
IEC-001.02	(SCS)	History and Philosophy of Exceptional Children
IEC-001.03	(SCS)	Prevalence of and Facilities for Exceptional Children Within the State

4. Students will meet in seminar or small discussion group with faculty member to consider such topics that need clarification.

5. Post-test and conference with instructor to determine if the student should proceed to the next cluster in the component.

RESOURCES:

Miller F. Whittaker Library
Curriculum Library in Special Education
Faculty/Staff
Group Discussions

TAXONOMY:

Cognitive Domain

1.11 Knowledge of Terminology
1.12 Knowledge of Specific Facts
2.2 Interpretation
2.3 Extrapolation
4.20 Analysis of Relations
6.10 Production of a Unique Communication
6.20 Judgment in Terms of External Criteria

Affective Domain

2.0 Responding
2.2 Willingness to Respond
3.2 Preference for a Value
3.3 Commitment

Psychomotor Domain

1.0 Perception
2.0 Set
3.0 Guided Response
4.0 Mechanism
5.0 Complex Overt Response

5. The term "exceptional children" is most like the term:

(a) atypical children
b. gifted children
c. retarded children
d. handicapped children
e. talented children.

6. Orthopedically handicapped children are commonly:

(a) crippled
b. hard of hearing or deaf
c. mentally retarded
d. blind
e. socially retarded.

7. Dyslexia:

(a) is a language difficulty
b. affects fewer than two percent of the school population
c. is presently incurable
d. is neurological
e. is all of the above.

8. The greatest number of handicapped children are those:

(a) with speech impairment
b. with mental retardation
c. who are crippled
d. who are deaf or hard of hearing
e. who are blind or partially sighted.

9. The preeminent determinant of intellectual growth is the:

(a) maturation of the central nervous system
b. availability of the right kind of educational experience
c. adequate nutrition and rest
d. rigorous mental exercise
e. all of these.

10. The best definition of exceptional children is those who:

(a) differ enough from the normal as to require substantial modification
b. are sufficiently handicapped or talented as to justify their placement in special classes or schools
c. are not normal in every way
d. are highly gifted intellectually or otherwise
e. are so atypical as to make their education in the public school impossible.

11. A nine year old child with a mental age of twelve would have an IQ of:

a. 30 b. 75 c. 120 (d) 133 e. 150

12. With respect to emotional maladjustment, the teacher's most effective role is in the:

a. diagnosis
b. detection
(c) prevention
d. treatment
e. cure of emotional disturbance.

13. There is a high correlation between social maladjustment in children and:

a. low intelligence
(b) broken or unhappy homes
c. large communities
d. underweight
e. large families.

14. Atypical children should not be given opportunity to:

a. accept their abnormality
b. encounter the strains of normal life
(c) expect rejection or coddling
d. associate with normal children of superior abilities
e. understand the limitations imposed upon them by their handicaps.

True-False Statements DIRECTIONS; Indicate True statements by circling "A" in the space provide, or False statements by circling "B" in the space provided.

15. Several studies indicate that one's environment may affect one's IQ by as much as 20 points. (True)

16. Learning is a natural process and failure to learn results invariable from unnatural causes. (True)

17. If intelligent attention is given to mental development, the teacher will need little concern for physical, social, and emotional well-being of learners. (False)

18. The number of children with multiple physical handicaps is growing rather than declining. (True)

19. Although the number of special education classes in the public schools has doubled, they still serve less than half of the students who really need special education. (True)

20. It is estimated that more than one in every ten school age children suffer from brain damage, although many of them are of normal intelligence. (True)

21. Nearly all children have some potential for growth and development. (True)

22. If a teacher is thoroughly educated with respect to child growth and development, he will have little difficulty in reaching full understanding of children and their behavior. (False)

23. Nearly all atypical students should be educated in special classes whenever possible. (False)

24. With the advent of Salk vaccine and other medical discoveries, it appears clear that crippled children will soon become virtually extinct. (False)

25. The least important physical handicap is speech defect since it can safely be assumed that most speech defects are normally outgrown. (False)

26. Training programs for TMR is largely sense training at the lower levels. (True)

27. For most valid group intelligence tests, the mean IQ of the group on which the entire test was standardized approximates 100. (True)

28. Dr. Robert Guthrie has developed a blood test to be administered to infants to detect the presence of phenylketonuria. (True)

29. The Illinois Test of Psycholinguistic Abilities attempts to detect specific abilities and disabilities in linguistic functioning. (True)

30. On a recent individual intelligence test, 12-year old John obtained a mental age of 9 years and 9 months. This mental age is indicative of John's rate of learning. (False)

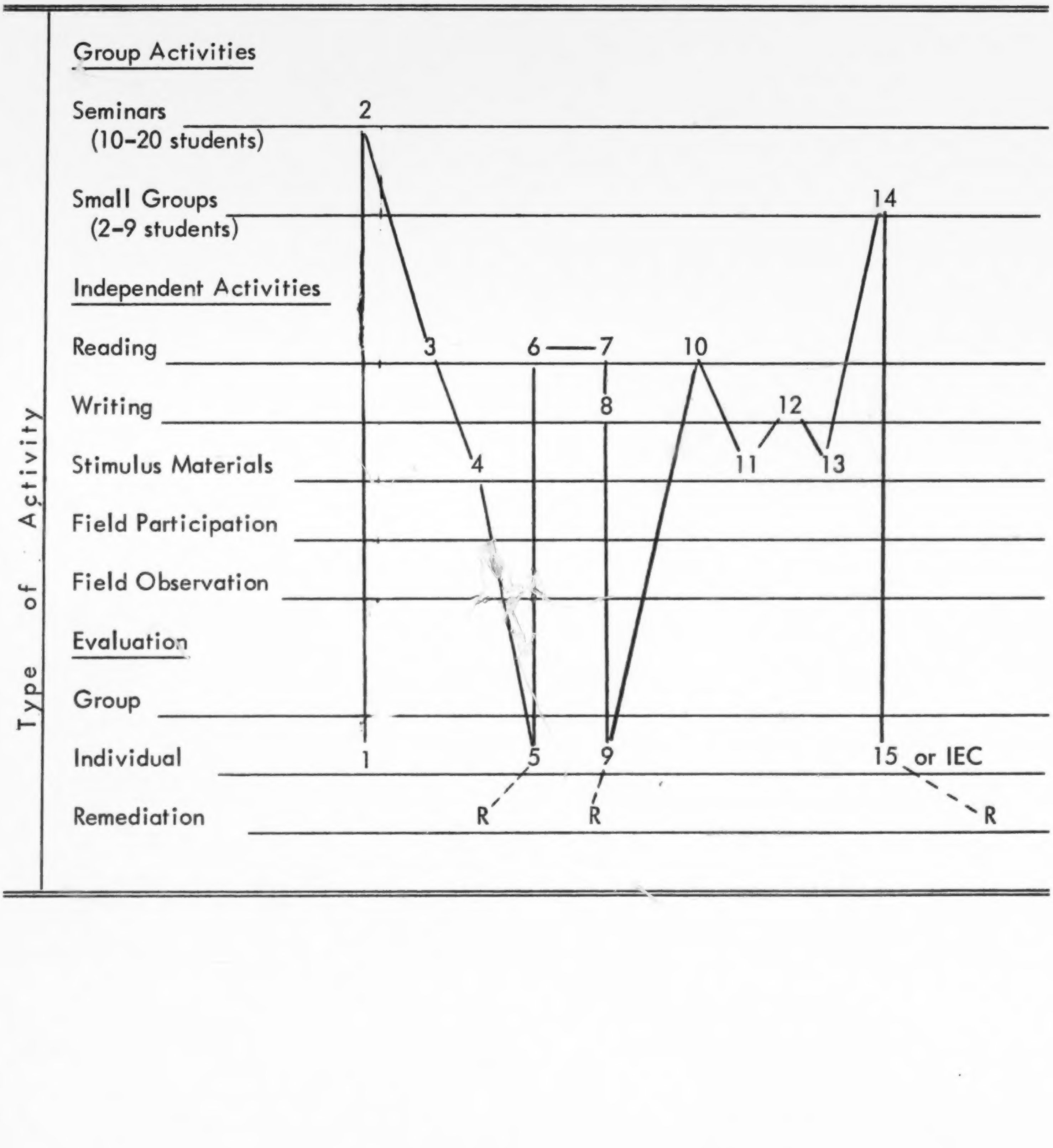
31. Workers in the field of special education have recently shown renewed interest in the educational theories and methods of sensorial training developed for young children by Montessori. (True)

32. Exceptional Children is a publication which deals exclusively with mental retardation and related problems. (False)

33. Piaget exerted the greatest Influence in the training of all exceptional children. (False)

CLUSTER FLOW CHART IEC-001

Sequence of Activities



CLUSTER IEC-001.

TAXONOMY OF LEARNING EXPERIENCES

DOMAINS	MODULES		
	001.01	001.02	001.03
	LEARNING EXPERIENCES		
COGNITIVE			
Knowledge	1, 2	1, 2, 3	1, 3
Comprehension	1, 2	1, 2, 3	1, 3
Application	1, 2	1, 2, 3	1, 3
Analysis	1, 2	3	1, 3
Synthesis	1, 2	3	1, 3
Evaluation	1, 2	3	1, 3
AFFECTIVE			
Receiving	1, 2	1, 2	1, 3
Responding	1, 2	1, 2	1, 3
Valuing	1, 2	3	1, 3
Organization	1, 2	3	2, 3
Characterization		3	
PSYCHOMOTOR			
Perception	1, 2	1, 2, 3	1, 2, 3
Set	1, 2	1, 2, 3	1, 2, 3
Guided Response	1, 2	1, 2, 3	1, 2, 3
Mechanism	1, 2	1, 2, 3	1, 2, 3
Complex Overt Response	1, 2	1, 2, 3	1, 2, 3

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER-IEC-001.: ORIENTATION: THE SCOPE AND PRACTICES IN EXCEPTIONAL EDUCATION

MODULE-IEC-001.01 SCS: IDENTIFICATION AND CLASSIFICATION OF EXCEPTIONAL CHILDREN

I. BEHAVIORAL OBJECTIVE

The student will:

1. Identify exceptional children according to general characteristics common to each type of exceptionality.

2. Specify characterisitics of handicapped children and describe the symptoms which are indicative of potential learning problems.

II. PURPOSE

In order to comprehend the intra-individual and inter-individual differences of those individuals classified as exceptional children, the student must be knowledgeable of these differences and their psychological and educational implications.

III. PERFORMANCE CRITERIA

Given an anlysis characteristic sheet, upon completion of the learning experiences, the student will read and identify the type exceptionality with 100% accuracy. Failure to comply with this task requirement will require the student to again go over the learning experiences until he can meet this criteria.

IV. LEARNING EXPERIENCES

1. Read "Who is the Exceptional Child" by Kirk (Handout IEC-001.01A).

2. Compare this with "Exceptional Children Classified" on pages 7-15 in Dunn's Exceptional Children in the Schools.

3. Listen to the tape (IEC-A: Exceptional Children Classified) located in the curriculum laboratory.

4. Free choice.

V. RESOURCES

1. Handout IEC-001.01A
2. Tape IEC-A: Exceptional Children Classified
3. Dunn, Lloyd. "Exceptional Children Classified." Educating Exceptional Children in the Schools. New York: Holt, Rinehart, and Winston, Inc., 1963. Pages 7-15.

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L. E. 1, 2, 3	1.0 L. E. 1, 2, 3	1.0 L. E. 1, 2, 3
2.0 L. E. 1, 2, 3	2.0 L. E. 1, 2, 3	2. 0 L. E. 1, 2, 3
3.0 L. E. 1, 2	3.0 L. E. 1, 2, 3	3.0 L. E. 1, 2, 3
4. 0 L. E. 1, 2	4.0 L. E. 1, 2	4.0 L. E. 1, 2, 3
5.0 L. E. 1, 2		5.0 L. E. 1, 2, 3
6.0 L. E. 1, 2		

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-001.: ORIENTATION: THE SCOPE AND PRACTICES IN EXCEPTIONAL EDUCATION

MODULE--IEC-001.02 (SCS) HISTORY AND PHILOSOPHY OF EXCEPTIONAL EDUCATION

I. BEHAVIORAL OBJECTIVES

The student will:

1. Identify and describe in writing, the stages in the historical development of attitudes toward the deviant in society and the types of educational programs provided for them.
2. Develop his own philosophy of special education relative to exceptional children.
3. Write this philosophy of education within an acceptable framework of structure and design as spelled out in departmental manual.

II. PURPOSE

It is necessary that each student has a knowledge of the history of the education of exceptional children. He must develop his philosophy of special education for the exceptional child, which will serve as an operational framework for his later operations.

III. PERFORMANCE CRITERIA

Same as behavioral objectives.

IV. LEARNING EXPERIENCES

1. Read Handout IEC-001.02B: History and Philosophy of the Education of Exceptional Children.
2. Read Dunn's "Types of Special Education Programs" in Exceptional Children in the Schools, pages 25-36.
3. Submit for evaluation "My Personal Philosophy for Special Education."
4. Free choice.

V. RESOURCES

1. Handout IEC-001.02B
2. Telford, C. and Sawney, James. "Some Basic Psychological and Social Considerations" in The Exceptional Individual (2nd ed.). Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L. E. 1, 2, 3	1.0 L. E. 1, 2	1.0 L. E. 1, 2, 3
2.0 L. E. 1, 2, 3	2.0 L. E. 1, 2	2.0 L. E. 1, 2, 3
3.0 L. E. 1, 2, 3	3.0 3	3.0 L. E. 1, 2, 3
4.0 3	4.0 3	4.0 L. E. 1, 2, 3
5.0 3	5.0 3	5.0 3
6.0 3		

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-001.: ORIENTATION: THE SCOPE AND PRACTICES IN EXCEPTIONAL EDUCATION

MODULE--IEC-001.03 (SCS) PREVALENCE AND FACILITIES FOR EXCEPTIONAL CHILDREN WITHIN THE STATE

I. BEHAVIORAL OBJECTIVES

The student will be able to:

1. Estimate the prevalence of exceptional children of school age population in this state and make a graphic presentation adopted from current statistical data obtained from the Bureau of the Handicapped in the State Department of Education.

2. Classify the services rendered to exceptional children in special education programs at the state and a specific local level. (Local as designated here represents the individuals hometown or the area in which he presently is residing.)

II. PURPOSE

Each student must be cognizant of the prevalence of exceptional children within the nation and more specifically, a geographical area. He should also be aware of the facilities provided for the education and care of these individuals. This will aid him in selecting a particular area of concentration within the educational framework.

III. PERFORMANCE CRITERIA

Given the current Statistical Report on South Carolina's Handicapped School Population, the student will present to the college instructor, a graphic representation of the current estimate of exceptional children within the state. He will also classify, in a written presentation, those services rendered exceptional children in this locality or the area where he has established permanent residence.

IV. LEARNING EXPERIENCES

1. Read the current "Statistical Report on South Carolina's Handicapped School Population" from the 1972 Bureau of the Handicapped Report provided by the State Department of Education.

2. Draw from this report, the necessary data to make the graphical presentation indicated in Behavioral Objective I.

3. Study diagram of Hierarchy of Services for Special Education Programs. Obtain from source readings in the curriculum laboratory, concepts of each term designated in the hierarchy. (Hierarchy is presented in chart form in the IEC Chart Tablet in the curriculum laboratory).

4. Free choice.

V. RESOURCES

1. "Statistical Report on the South Carolina Handicapped School Population," South Carolina State Department of Education, Columbia, South Carolina, 1972.

2. Diagram of Hierarchy of Services for Special Education Programs by M. C. Reynolds, 1962, page 368.

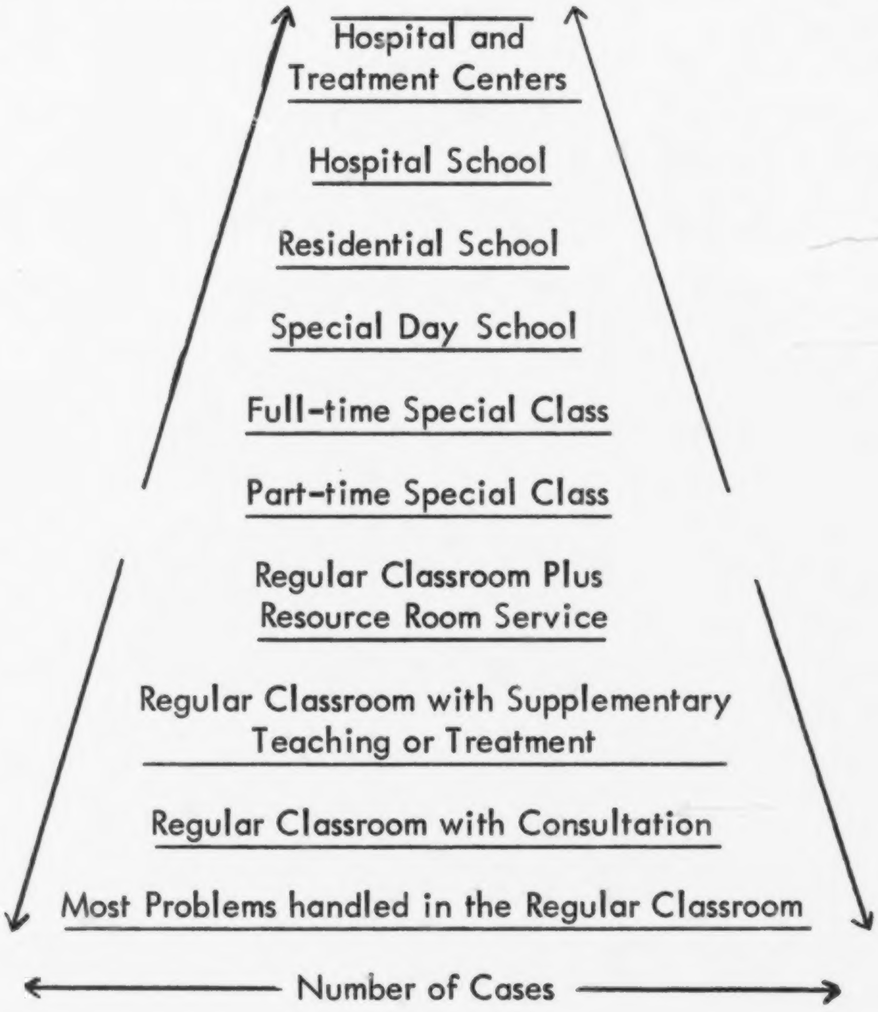
3. Elected readings.

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L. E. 1, 3	1.0 L. E. 1, 3	1.0 L. E. 1, 2, 3
2.0 L. E. 1, 3	2.0 L. E. 1, 3	2.0 L. E. 1, 2, 3
3.0 L. E. 1, 3	3.0 L. E. 1, 3	3.0 L. E. 1, 2, 3
4.0 L. E. 1, 3	4.0 L. E. 1, 3	4.0 L. E. 1, 2, 3
5.0 L. E. 1, 3	5.0 L. E. 1	5.0 L. E. 1, 2, 3
6.0 L. E. 1, 3		

An Example of Material Contained in the IEC Chart Tablet in the Curriculum Laboratory

HIERARCHY OF SERVICES FOR SPECIAL EDUCATION PROGRAMS



M. C. Reynolds, 1962, p. 368.

IEC-001.

Competency Level
85% Accuracy

POST-TEST

INSTRUCTIONAL TEST ITEMS

GENERAL DIRECTIONS: Read each item carefully! Using a No. 2 pencil, place all answers on the ANSWER CARD. Please do not write on the sheet containing the test items.

Multiple-Choice ------ DIRECTIONS: From the group of possible choices for each item, choose the one which best answers the question, or completes or describes the statement; blacken the space which corresponds to your choice.

1. A contribution to general education which resulted from studies of handicapped children, was the development of:

a. the teaching machine
b. the module system
c. the talking book
(d) individual psychological testing
e. projective testing.

2. The exceptional child is defined as:

a. that child who deviates mentally, physically, or socially from other children
b. a child who cannot profit from instruction in school
(c) a child who deviates from the average or normal child in mental, physical, social, or communication characteristics to such an extent that he requires a modification of school practices
d. a child who is gifted
e. that child who requires modification of the physical school environment to such an extent that he cannot profit from instruction without the modifications.

3. If a child's deviation is of such kind and degree that it interferes with his learning under ordinary classroom procedures and necessitates special education, either in conjunction with the regular class, or in a special class or school, the child can be said to be:

a. handicapped
b. emotionally disturbed
c. educationally deviant
(d.) educationally exceptional
e. gifted

4. The educational leader who predicted future educational provisions in public schools for the exceptional child was:

    (a) Samuel Gridley Howe
    b. Horace Mann
    c. Edgar Doll
    d. Dorothea Dix
    e. Norbert Weiner.

5. Children with specific learning disabilities are:

    a. brain injured
    (b) a heterogenous group
    c. a homogenous group
    d. grouped under traditional categories of special education
    e. deficient in motor ability.

6. The statement that best describes educational provisions for the handicapped in the United States prior to the 1800's is:

    a. Less than five states provided facilities for the handicapped.
    (b) There were virtually no educational provisions for the handicapped.
    c. Residential facilities for the feeble-minded were the only educational provisions.
    d. Schools for the deaf and the blind were already in existence.
    e. The United States was ahead of Europe in educational provisions for the handicapped.

7. Two children are in the same grade in school. One is more advanced in many respects. This is an example of:

    a. intra-individual differences
    (b) inter-individual differences
    c. discrepancies in growth
    d. discrepancies in development
    e. remarkable response to instruction.

8. In educating the exceptional child, one teaches through the strengths and mediates the weaknesses. This takes into consideration the concept of:

    a. interpersonal relations
    b. inter-individual differences
    c. the theory of individual differences
    d. discrepancies in growth and development
    (e.) intra-individual differences.

9. The psychologist who made the concept of individual differences educationally relevant was:

a. Skinner
b. Thorndike
(c) Binet
d. Terman
e. Wundt.

10. The frequency of exceptional children, including the gifted, in the school population is approximately:

a. 10%
(b) 13%
c. 16%
d. 19%
e. 22%

11. The greatest increase in enrollment of exceptional children between 1922 and 1958 was for:

(a) mentally retarded children
b. physically handicapped children
c. speech defective children
d. children with perceptual problems
e. auditorially handicapped children.

12. Speech correctionists commonly carry a case load of:

a. ten children
b. twenty-five children
c. fifty children
d. seventy-five children
(e) one hundred or more children

13. Most exceptional children are educated in:

a. private schools
b. residential schools
(c) public school systems
d. special classes
e. self-contained facilities

14. Since 1940, the largest number of exceptional children served in schools have been the:

(a) speech-defective
b. visually limited
c. inner city schools
d. mentally retarded
e. cerebral-palsied.

15. The itinerant teacher probably makes his most significant contribution in:

a. urban areas
(b) rural areas
c. inner city schools
d. providing services for the retarded
e. mental hospitals.

16. The Bureau of Education for the Handicapped was created in:

a. 1867, in the U. S. Office of Education
(b.) 1967, in the U. S. Office of Education
c. 1900, in the National Institute for Mental Health
d. 1967, in the Social Security Administration
e. 1867, in the Children's Bureau.

17. The largest group of exceptional children, comprising 3.5 percent of all school children are the:

a. educable mentally retarded
b. gifted
(c) speech impaired
d. socially maladjusted
e. emotionally disturbed.

18. For the milder forms of handicapping conditions of school children, there is a tendency to:

a. continue the special class
b. provide itinerant services
c. place these children in regular classes
(d.) use resource room organization
e. provide tutoring.

19. Special education is generally considered:

a. part of total educational programming
(b) a supplementary educational service
c. a type of enrichment activity
d. a modification of the curriculum
e. as a co-curricular activity.

20. Inter-individual differences is to intra-individual differences as:

(a) class placement is to individual instruction
b. discrepancy in development is to handicapping condition
c. educational achievement is to psychological testing
d. etiology is to learning disability
e. profile is to case record.

IEC-002. THE INTELLECTUALLY GIFTED CHILD

I. PRE-REQUISITE - IEC-002.

II. PLACEMENT OF CLUSTER: Second in the Component

III. ESTIMATED TIME: Three Hours for Student
Two Hours for Instructor

IV. GENERAL OBJECTIVES OF THE IEC-002. CLUSTER:

Upon completion of this cluster, students will be able to:

1. Define giftedness and its several interpretations.

2. State his knowledge of the generalized profile of a gifted child and his developmental characteristics with special reference to the Terman studies.

3. Synthesize his knowledge of at least four current innovative educational adjustments or plans for serving the gifted and the appropriateness of these instructional adjustments for use at various instructional levels.

4. List from source readings, the major causes of underachievement and their implications for the school and home.

5. Explain the nature of the creative process and how the teacher and parents may nuture and develop creativeness.

6. Develop a list of practical suggestions for the adjustment of a curriculum and teaching methods to meet the unique needs of a specific group of gifted children.

If these broad objectives are achieved, the student will, for example, be able to do the following:

1. Identify giftedness and contrast under this broad realm: the highly intelligent, highly creative, and high achievers.

2. When presented with a list similar to this one presented below, the student will define the following terms and concepts with clarity of expression and accuracy.

   a. academically talented
   b. creativity
   c. highly creative
   d. acceleration
   e. early school admission
   f. enrichment for the gifted
   g. brainstorming
   h. telescoping grades
   i. socially talented
   j. mechanically talented

3. Analyze and discuss specific cases of the gifted as presented to them, giving maximum application of information acquired from sources included in the modules.

V. DESCRIPTION OF INSTRUCTIONAL ACTIVITIES:

1. Pre-test to determine whether the student should:

   a. study all or selected portions of this cluster
   b. proceed to the post-test or the next cluster.

2. Listen to a taped recording devoted to the orientation of the objectives and requirements of the cluster. The student will consult with the instructor for clarity of directions.

3. Students will then proceed to the modules in this cluster:

   IEC-002.01 - Who are the Gifted: Problems of Definitions and Terminology
   IEC-002.02 - Profiles of the Gifted
   IEC-002.03 - Potpourri--The Gifted

4. Students will meet in small discussion groups with course instructor and other students to consider any topics that need further clarification.

5. Post-test and conference with instructor to determine if the student should proceed to the next cluster in the component.

RESOURCES:

Miller F. Whittaker Library
Curriculum Library in Special Education
Faculty/Staff
Individual and Group Conferences and Discussions

IEC-002

Competency Level
100% Accuracy

PRE-TEST
Part I

THE INTELLECTUALLY GIFTED CHILD

GENERAL DIRECTIONS: Read each item carefully! Circle your response for each item from choices given (a-e).

1. In defining giftedness, the current trend is to:

   a. use 150 IQ as the cutoff
   (b) avoid dependence of the IQ
   c. include anyone between 115 and 180 IQ
   d. divide the intellectually gifted into two groups
   e. exclude any determination of creativity.

2. The adaptation of a regular program of instruction to provide educational experiences over and above those in regular classroom activity is called:

   a. high goal enrichment program
   b. concept acceleration program
   (c.) enrichment program
   d. compensatory program
   e. heuristic program.

3. The basic ingredient of giftedness is:

   a. creativity
   b. conceptual abstraction
   c. cultural superiority
   d. abstract reasoning
   (e) superior intelligence.

4. The intellectually gifted child is not usually:

   a. known to use common sense
   b. aware of things that other children are unaware of
   c. interested in a wide range of things
   (d) above average in emotional development
   e. original in his thinking.

5. Movement from a known fact to a broader relation is what Guilford terms:

   (a) divergent thinking
   b. cognition
   c. memory
   d. convergent thinking
   e. application and analysis.

6. The ungraded primary plan for organizing instruction is an example of:

   a. skipping grades
   b. early school admission
   c. the Montessori method
   d. using MA instead of CA as admission criterion
   (e) "telescoping" grades.

7. When children are given complete freedom in an educational setting to create new and unique ways to approach a problem, the process is described as:

   a. creativity
   (b) brainstorming
   c. convergent thinking
   d. divergent thinking
   e. heurism.

8. The gifted underachiever is best helped educationally by:

   a. special class placement
   b. acceleration
   c. counseling
   d. regular class placement with enrichment
   (e) individualized instruction.

9. The outstanding longitudinal study developed on a population of the gifted began with:

   a. H. H. Goddard
   b. John Dewey
   (c) Lewis Terman
   d. Richard Masland
   e. Jerome Bruner.

PRE-TEST
Part II (A CASE STUDY - RODNEY)

DIRECTIONS: Read the case study and answer the questions that follow.

Rodney was enrolling in the seventh grade in the fall of 1972. The principal reviewed his folder and read the following summary of his case which was prepared by his sixth-grade teacher last spring:

Recommendation to Principal -- Conference with both parents early next fall is strongly urged.

Rodney was born on March 1, 1960. Father is a doctor; mother, part-time nurse in a community hospital. Rodney entered a private school at age 4½ and was reading first grade material at that time.

When he transferred to Perry School as a first grader in September 1966, his Binet showed a Mental Age of 9-0. His April 1972 tests showed the following achievement in ages:

Reading --- 15-5
Language--- 14-5
Science --- 9-0
Arithmetic - 10-0

Rodney is large for his age and is very popular among the children since he excels in most sports. I conferred with his mother twice regarding his progress in the sixth grade.

1. What is his approximate IQ according to the record?
2. How would you classify his educational achievement in terms of general norms?
3. From the limited information given here, do you consider him an exceptional child? If so, what terms might describe him?
4. Do you think the teacher is correct in being concerned about his academic status?
5. If you were the principal, what would you say to the parent?
6. Do you think Rodney has been accelerated in school?

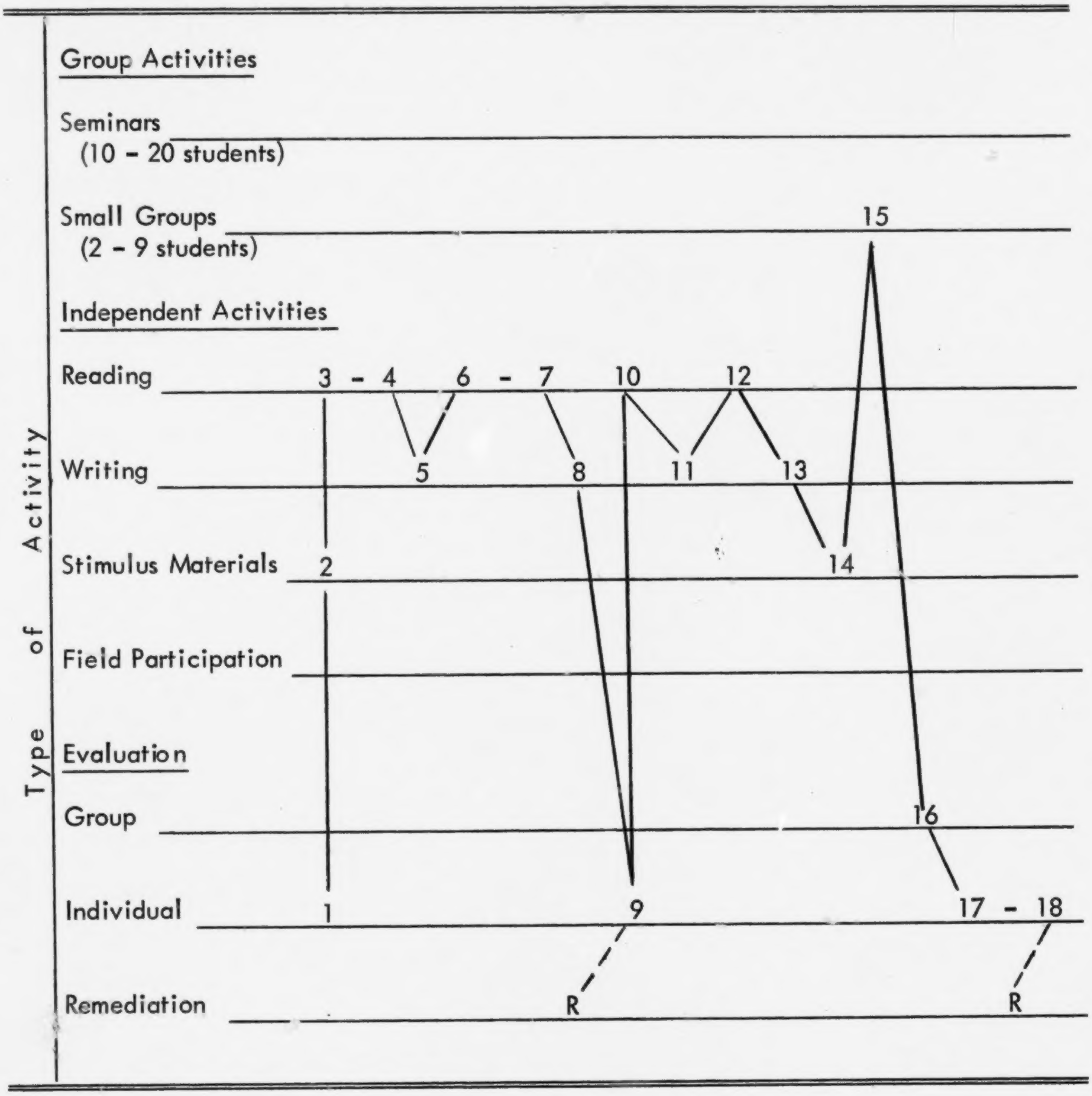
CLUSTER IEC-002.

TAXONOMY OF LEARNING EXPERIENCES

DOMAINS	MODULES		
	002.01	002.02	002.03
	LEARNING EXPERIENCES		
COGNITIVE			
Knowledge	1, 2, 3,	1, 3	1, 2, 3, 4
Comprehension	1, 2, 3	1, 3	1, 2, 3, 4
Application	2, 3	2, 3	1, 2, 3, 4
Analysis	2, 3	2, 3	1, 2, 3, 4
Synthesis	3	2	1
Evaluation		2	
AFFECTIVE			
Receiving	1	1, 3	1, 2, 3, 4
Valuing	1	2	1, 2, 3
Organization		3	1, 2, 3
Responding	1	1, 3	1, 2, 3, 4
Characterization			3
PSYCHOMOTOR			
Perception	1, 2, 3	1, 2	1, 2, 3, 4
Set	1, 2, 3	1, 2	1, 2, 3, 4
Guided Response	1	2	1, 2, 3, 4
Mechanism	2, 3	2	1, 2, 3, 4
Complex Overt Response	2, 3	2	1, 2, 3, 4

CLUSTER FLOW CHART IEC-002.

Sequence of Activities



COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER-IEC-002.: THE INTELLECTUALLY GIFTED CHILD

MODULE--IEC-002.01 (SCS) WHO ARE THE GIFTED: PROBLEMS OF DEFINITION AND TERMINOLOGY

I. BEHAVIORAL OBJECTIVE

The student will:

1. Identify gifted children according to a composite of characteristics embracing intelligence and creativity as separate psychological and social considerations.

2. Summarize some general procedures for identifying gifted children according to methods and limitations of these methods.

II. PURPOSE

If the student is to identify gifted students, he must first look at the varied ways giftedness manifests itself through intelligence, creativity and a composite of both. He must be knowledgeable of the terminology related to this area.

III. PERFORMANCE CRITERIA

Given a list of terms upon completion of the learning experience, the student will identify each term and complete the experience with 85% accuracy. He will also, in a written presentation, give four methods for identifying gifted children and the limitations of each. Failure to comply with either task will force the student to repeat the suggested segment of the learning experience until he can satisfactorily meet this criteria.

IV. LEARNING EXPERIENCE

1. Obtain a copy of Dunn's Educating Exceptional Children in the Schools and read "Gifted Children" by Lucito on pp. 179-229.

2. Take IEC-002.01A and use the following to identify the terminology ascribed therein. Incooperate this terminology into your storehouse of knowledge.

3. Secure IEC-002.01B - Finding Gifted Children by Kirk. Read and summarize the limitations of the various techniques of identifying gifted children. (Note: Use Gallaghers 1959 Summary as a guide.)

4. Free choice.

V. RESOURCES

1. Handouts IEC-002.01A and IEC-002.01B

2. Dunn, Lloyd, "Gifted Children." Educating Exceptional Children in the Schools. New York: Holt, Rinehart, and Winston, Inc., 1963. pp. 179-229.

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L. E. 1, 2, 3	1.0 L. E. 1	1.0 L. E. 1
2.0 L. E. 1, 2, 3	1.1 L. E. 1	2.0
3.0 L. E. 2, 3	1.2 L. E. 1	3.0 L. E. 1
4.0 L. E. 2, 3	1.3 L. E. 1	4.0
5.0 L. E. 3	2.1 L. E. 1	5.0 L. E. 2, 3
6.0	2.3 L. E. 1	

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-002.01.: THE INTELLECTUALLY GIFTED CHILD

MODULE--IEC-002.02 (SCS) PROFILES OF THE GIFTED

I. BEHAVIORAL OBJECTIVES

The student will:

1. Read the Terman studies (the magnum opus of all studies of the gifted) and contrast this with previously read material read in IEC-002.01.

2. Make in his personal note collection, a description of the profile of a gifted child as portrayed by the Terman studies.

3. Select three biographical sketches from the curriculum lab of the following:

John Stuart Mills	Wernher Von Braum	Thomas A. Edison
Herbert Weiner	Albert Einstein	

Read them and relate this as examples of gifted individuals.

II. PURPOSE

In order to evaluate the concept of giftedness, the student must be able to describe and evaluate the profile of giftedness. He must be able to relate Terman's work and others to specific individuals who were identified as gifted by current day thinkers.

III. PERFORMANCE CRITERIA

Same as behavioral objectives.

IV. LEARNING EXPERIENCES

1. Read the Terman studies IEC-002.02A.

2. Evaluate this and design an acceptable written presentation of your interpretation of "A Profile of a Gifted Child." Hold in your personal note collection.

3. Read biographical sketches of three gifted individuals and indicate on the SPECIAL READING SHEET (in curriculum lab) the sketches read.

4. Free choice.

V. RESOURCES

IEC-002.02A
IEC-002.03B

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L. E. 1, 3	1.0 L. E. 1, 3	1.0 L. E. 2

Cognitive Domain	Affective Domain	Psychomotor Domain
2.0 L. E. 1, 3	2.0 L. E. 1, 3	2.0 L. E. 2
3.0 L. E. 2, 3	3.0 L. E. 2	3.0 L. E. 2
4.0 L. E. 2, 3	4.0 L. E. 3	4.0 L. E. 2
5.0 L. E. 2	5.0	5.0 L. E. 2
6.0 L. E. 2		

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-002.: THE INTELLECTUALLY GIFTED CHILD

MODULE--IEC-002.03 (SCS) POTPOURRI--THE GIFTED

I. BEHAVIORAL OBJECTIVES

The student will:

1. Select from the library or curriculum laboratory, readings on underachievement and answer the following:

   What would you do if you had the full responsibility to reduce the number of underachievers among gifted children in a high school? In an elementary school? How would you involve parents?

2. Evaluate the tape "Conversations About the Gifted" (A Profile Report: The Gifted Student).

3. Construct a hypothetical situation in which the society in which you live prizes conformity and opposes creativity. What kind of educational system would you set up to achieve this status? What would be the behavior of teachers in the classroom?

4. List all the uses you can think of for "a common brick" in two minutes (ask someone to time you).

II. PURPOSE

This cluster is designed to give an overview of the area of giftedness. If the student is to acquire the goals outlined in the general objectives, then these activities should be a part of the learning experiences.

III. PERFORMANCE CRITERIA

Given an opportunity to participate in a small group discussion with individuals involved in the same modular activities and the instructor, the student will exhibit knowledge of and competency in proposing solutions outlined in the objectives.

IV. LEARNING EXPERIENCES

1. See behavioral objective 1.

2. Evaluate (using the tape evaluation form AA112) conversations about the gifted (A Profile Report: The Gifted Student).

3. Discuss in a small group, the situation you developed using behavioral objective 3 as your background material.

4. Do same for objective 4.

5. Free choice.

V. RESOURCES

1. Selected readings (use component bibliography for suggested readings).

2. Media productions: "Conversations About the Gifted" (A Profile Report: The Gifted Student).

3. Tape Evaluation Form (in curriculum laboratory).

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L. E. 1, 2, 3, 4	1.0 L. E. 1, 2, 3, 4	1.0 L. E. 1, 2, 3, 4
2.0 L. E. 1, 2, 3, 4	2.0 L. E. 1, 2, 3	2.0 L. E. 1, 2, 3, 4
3.0 L. E. 1, 2, 3, 4	3.0 L. E. 1, 2, 3	3.0 L. E. 1, 2, 3, 4
4.0 L. E. 1, 2, 3, 4	4.0 L. E. 1, 2, 3	4.0 L. E. 1, 2, 3, 4
5.0 L. E. 1, 2, 3, 4	5.0 L. E. 3	5.0 L. E. 1, 2, 3, 4
6.0 L. E. 1		

IEC-002

Competency Level
85% Accuracy

POST-TEST
Part I

THE INTELLECTUALLY GIFTED CHILD

DIRECTIONS: Read the case study below and answer the questions that follow. Use as reference the materials you acquired as you progressed through the modules. Write your responses on the answer sheets provided.

ANTHONY

Anthony, at age 11, was enrolled in the eighth grade of a public school in San Francisco at the time of the Terman studies of children. His father was a semi-skilled craftsman who laid tile for a large department store. He learned his craft from his father in Italy.

On the screening with an individual test, Tony achieved an MA of 15-0.

Tony was referred to the principal by his teacher since she believed he was advanced academically and deserved to be a case for the study.

Tony excelled in sports--including his first love, tennis.

Tony's mother was concerned by the fact that at age 4, he taught himself to read. She believed it was best for a child to wait and let the teacher introduce reading in school.

1. What is the exact title of the Terman studies to which reference is made?
2. About what year was Tony in the eighth grade?
3. Do you think that Tony qualified or met the criteria for inclusion in the study?
4. Is he advanced academically? What is his IQ?
5. In what respects does he fit a profile of a gifted child?
6. Has he been accelerated in terms of grade in school?
7. Let us assume Tony was included in the Terman studies and is now approaching retirment. If he was a typical case in the study, what might be some safe generalizations regarding his career and life in general?

POST-TEST
Part II

GENERAL DIRECTIONS: Read each item carefully! Using a no. 2 Pencil, place all answers on the ANSWER CARD. Please do not write on the sheet containing the test items.

Multiple-Choice ------- Directions: From the group of possible choices for each item, choose the one which best answers the question, or completes or describes the statement; blacken the space which corresponds to your choice.

1. Gifted children can best be described as those children with:

   a. special aptitudes in specific areas
   b. IQ's above 125
   (c) superior ability in interrelating facts and ideas
   d. outstanding school achievement
   e. IQ's over 140.

2. Postulation of 120 different intellectual capacities was made by:

   a. Binet
   b. Terman
   c. Doll
   (d) Guilford
   e. Wechsler.

3. The number of children with IQ's over 160 number about:

   a. one in one hundred
   (b) one in one thousand
   c. one in ten thousand
   d. one in one hundred thousand
   e. one in one million.

4. For the child in an average public school with a CA of 10-0 and an MA of 14-0, with development and achievement corresponding to this difference, the best action would be:

   a. placement with the peer group
   b. retesting
   (c) acceleration to a higher grade level
   d. independent study
   e. extra assignments in grade.

5. European education has traditionally ignored the provision of special programs for the gifted because of:

   (a) the belief that intelligent leadership came from those educated in secondary schools and universities
   b. lack of knowledge about special education
   c. the view that those who were gifted could find their own way through schools
   d. lack of educational leadership
   e. limited funding.

6. The greatest deviation for the highly gifted (170) occurs:

   (a) between the ages of one and three
   b. during the early school years
   c. in adolescence
   d. during the high school years
   e. in college.

7. The teacher who asks her students to think of all the ways in which a brick can be used, is trying to foster the process of:

   a. sensitivity to problems
   (b) ideational fluency
   c. brainstorming
   d. redefinition ability
   e. originality.

8. The best method available to identify gifted children is the:

   a. occupation of father
   b. group intelligence test
   (c) individual intelligence test
   d. sociometric test
   e. projective test.

9. Specific education for the mentally gifted increased after:

   a. World War II
   b. The Whole Hole Conference
   c. The Korean War
   (d) Sputnik
   e. the election of John F. Kennedy.

10. Helen Keller can best be described as a:

   a. multiple handicapped child
   b. multiple disabled child
   c. gifted child
   (d) gifted child with a handicap
   e. handicapped child.

11. Pittsburgh's Colfax Plan for the gifted is an example of:

   a. special class placement
   b. special school placement
   c. telescoping grades
   d. differential acceleration
   (e) the modified special class.

12. Gifted students are most commonly found in:

    a. the upper socio-economic levels
    b. average socio-economic levels
    c. lower socio-economic levels
    d. the white race
    (e) all socio-economic levels and races.

13. With respect to the procedures for caring for gifted students, experts generally agreed that:

    a. grouping is the best approach
    b. acceleration is the best approach
    c. enrichment is the best approach
    d. both enrichment and grouping are superior to acceleration
    (e) all have unique advantage in certain situations.

IEC-003. ORIENTATION TO CHILDREN WITH LOW INTELLIGENCE: THE EMRC AND TMRC

I. PRE-REQUISITE - IEC-002.

II. PLACEMENT OF CLUSTER: Third in the Component

III. ESTIMATED TIME: Five Hours for Student
One Hour for Instructor

IV. GENERAL OBJECTIVES OF THE IEC-003. CLUSTER:

Upon completion of this cluster, students will be able to:

1. Discuss with clarity, accuracy, and full knowledgeability, at least three definitions of mental retardation: a. medical-biological; b. social-psychological; c. educational.
2. Point out the common classifications of retarded children:
   - a. the contribution of each classification to the social and educational problems of these children;
   - b. some of the disadvantages of the classification of children.
3. Exhibit an understanding of the importance of cultural factors as an influence in retarding intellectual development through an actual case studied.
4. Compare the prevalence of mental retardation among school age children in the United States with those in South Carolina.

If these broad objectives are achieved, the student will, for example, be able to do the following:

1. Summarize the factors discussed on the instructional tape concerning the nature of mental retardation, its causes, its prevalence and typical classification of children.
2. When presented with a matching form of terms and term meanings, be able to identify correctly a minimum of 90% of items.

3. Select from the community a situation involving a student who evidences retardation due to cultural factors and write up the situation as observed. The student must cite specific causes and give some possible remediations.

V. DESCRIPTION OF INSTRUCTIONAL ACTIVITIES:

1. Pre-test to determine whether the student should:

   a. study all or selected portions of this cluster,
      or
   b. proceed to the post-test and the next cluster.

2. Proceed to the modules in this cluster:

   IEC-003.01 (SCS) An Introduction to the Nature of Mental Retardation

   IEC-003.02 (SCS) The Educable Mentally Retarded In An Era of Educational Change

   IEC-003.03 (SCS) What About Us? The Trainable Mentally Retarded

3. Students will then proceed to the post-test and conference with instructor to determine if the student should proceed to the next cluster in the component.

RESOURCES:

Miller F. Whittaker Library
Curriculum Laboratory in Special Education
Faculty/Staff

Individual and Group Conferences and Discussions

IEC-003. (SCS)

Competency Level
100% Accuracy

PRE-TEST

ORIENTATION TO CHILDREN WITH LOW INTELLIGENCE THE EMRC AND TMRC

GENERAL DIRECTIONS: Read each item carefully! Using a No. 2 pencil, place all answers on the ANSWER CARD. Please do not mark or write on the sheet containing the test items.

Multiple-Choice------- DIRECTIONS: From the group of possible choices for each item, choose the one which best answers the question, or completes or describes the statement; blacken the space which corresponds to your choice.

1. In the United States the original purpose of institutions for the mentally retarded was to:

   (a) train and return to society
   b. provide custody for life
   c. protect the society
   d. treat medically
   e. teach institutionalized self-care.

2. The educable mentally retarded began entering the public schools about 1900 primarily because:

   a. research had indicated the necessity of public school instruction
   (b) institutions could not accommodate all the retarded
   c. new methods of teaching had been developed
   d. public opinion underwent a marked change
   e. classification criteria were modified.

3. A prenatal cause of retardation is:

   a. mental retardation in the mother
   b. encephalitis
   c. Down's Syndrome
   (d) the RH Factor
   e. premature birth.

4. The percentage of all retarded children in the school population is:

a. 1% b. 2% (c) 3% d. 4% e. 5%

5. Identification of the educable mentally retarded child is likely to occur:

a. in infancy
b. in early childhood
c. at the age of reason
d. upon admission to school
(e) after admission to school.

6. A child with an IQ of 65 should probably be placed in a:

a. residential school
b. special school
(c) special class
d. regular class.

7. The major feature which differentiates the trainable mentally retarded from the educable mentally retarded is:

a. social adjustment
b. self-care
c. language development
d. IQ
(e) academic learning.

8. It is usually held that the trainable mentally retarded child has an IQ range of:

a. 0-25
(b) 25 to 50
c. 40 to 65
d. 50 to 75
e. 30 to 60

9. A recognized controversy relating to the education of the trainable mentally retarded deals with:

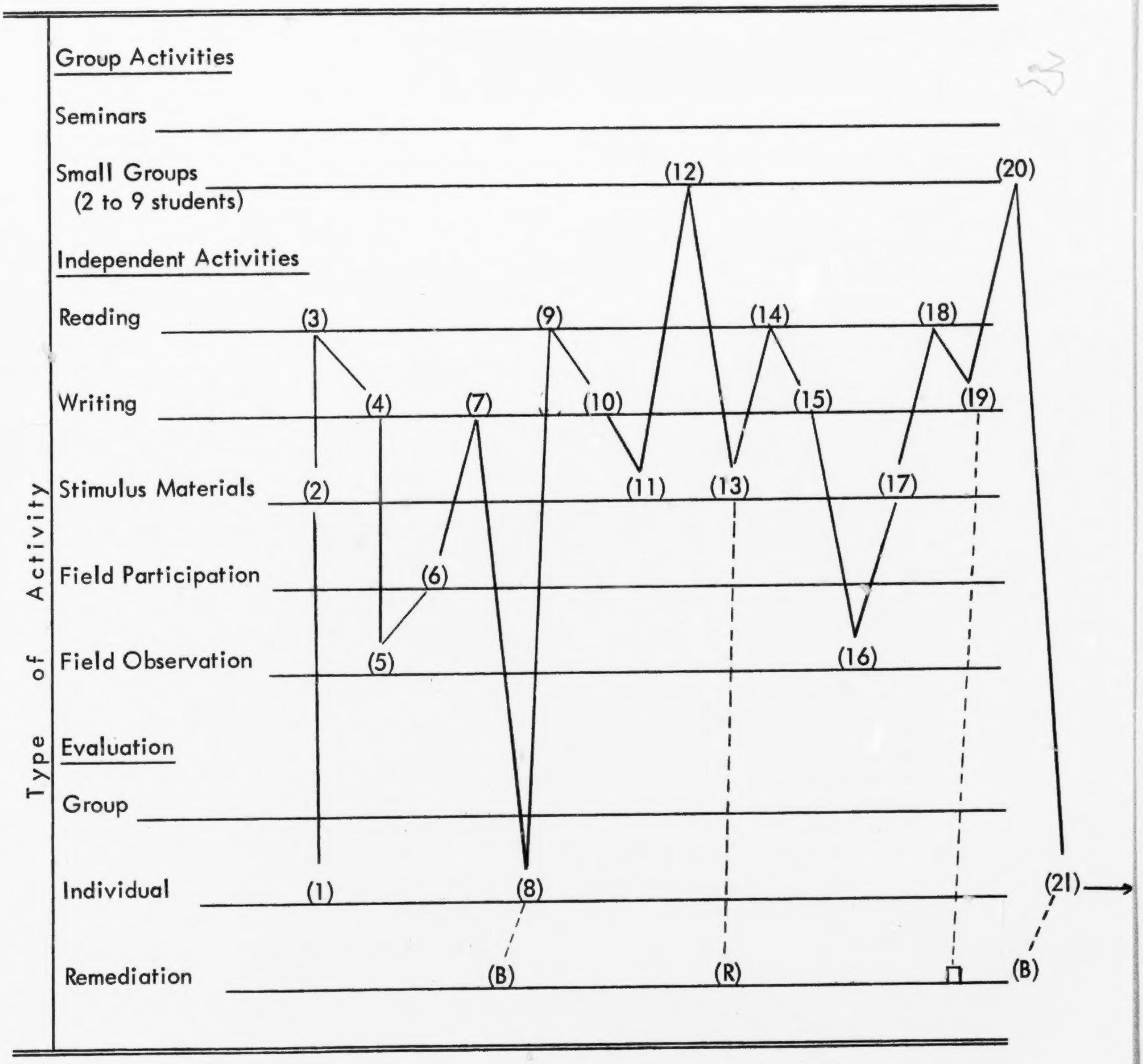
a. their social behavior
b. institutional provisions
c. the "baby-sitting" issue
d. curriculum goals
(e) the functions of a school.

10. The first institution for the mentally retarded in the United States was organized in:

    (a) Massachusetts in 1848
    b. Massachusetts in 1925
    c. New York in 1850
    d. New York in 1900
    e. Virginia in 1825.

CLUSTER FLOW CHART IEC-003

Sequence of Activities



CLUSTER IEC-003

TAXONOMY OF LEARNING EXPERIENCES

	MODULES		
	003.01	003.02	003.03
	LEARNING EXPERIENCES		
COGNITIVE			
Knowledge	1, 2, 3	1,2,3	1,2,3,4
Application	1,2,3	1,2,3	1,2,3,4
Analysis	1,2,3	1,2,3	1,2,3,4
Synthesis	1, 3	1,2,3	1,2,3,4
Evaluation	1, 3	1,2,3	1,2,3,4
AFFECTIVE			
Receiving	1,2,3	1,2,3	1,2,3,4
Responding	1,2,3	1,2,3	1,2,3,4
Valuing	1, 3	1,2,3	1,2,3,4
Organization	1, 3	1,2,3	2,3
Characterization			2,3
PSYCHOMOTOR			
Perception	1,2,3	1,2,3	1,2,3,4
Set	1,2,3	1,2,3	1,2,3,4
Guided Response	1,2,3	1, 3	1,2,3,4
Mechanism	1,2,3	1, 3	1,2,3,4
Complex Overt Response	1,2,3	1, 3	1,2,3,4

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-003.: ORIENTATION TO CHILDREN WITH LOW INTELLIGENCE: THE EMRC AND TMRC

MODULE--IEC-003.01 (SCS): AN INTRODUCTION TO THE NATURE OF MENTAL RETARDATION

I. BEHAVIORAL OBJECTIVES

The student will:

1. Listen to and summarize the instructor's taped lecture on the nature of mental retardation, its courses, its prevalence, and typical classification of children with low intelligence. He must demonstrate that he has an understanding of current definitions of mental retardation.

2. Write and comprehend the relationship of the following terms and concepts to children with low intelligence (to be kept in student's notebook):

   mental deficiency
   measured intelligence
   sub average intelligence
   adaptive behavior
   genetic causes of mental retardation
   prenatal causes of mental retardation
   perinatal causes of mental retardation
   postnatal causes of mental retardation
   familial retardation
   educable mentally retarded
   trainable mentally retarded
   custodial mentally retarded

3. Select a child from the practicum, a portal school, the community in which you reside or the SPEC Center. Talk with the child, visit his home and neighborhood, examine his scholastic records and develop a paper relative to the importance of cultural factors as an influencing factor in his retardation. Propose practical but specific remediation that could be used with this individual. Submit to the instructor for evaluation.

4. Free choice.

II. PURPOSE

Students need to be cognizant of the nature of mental retardation, its causes, its prevalence and the typical classification of children, if they are to service these children completely. He cannot prescribe without adequate background into the nature of the exceptionality.

III. PERFORMANCE CRITERIA

Submit for evaluation, his individual study (see behavioral objective three) and complete the matched item sheet (IEC-003.01B) at the 90% accuracy level. Failure to satisfactorily complete either task will require the student, with the assistance of the instructor, to find an alternate instructional task to facilitate learning in this area.

IV. LEARNING EXPERIENCES

1. Listen to instructor's taped lecture alone or in a small group.

2. Use Kirk's Educating Exceptional Children to identify terms listed in behavioral objective two.

3. See behavioral objective three.

V. RESOURCES

1. Kirk, Samuel. "Children with Low Intelligence," Educating Exceptional Children. Boston: Houghton-Mifflin Company, 1972. Chapters 5, 6 & 7.

2. Tape: Instructor's Lecture on Meeting and Serving Children With Low Intelligence, Tape #003.01A.

3. The community.

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L.E. 1,2,3	1.0 L.E. 1,2,3	1.0 L.E. 1,2,3
2.0 L.E. 1,2,3	1.1 L.E. 1,2,3	2.0 L.E. 1,2,3
3.0 L.E. 1,2,3	1.2 L.E. 1,2,3	3.0 L.E. 1,2,3
4.0 L.E. 1	1.3 3	4.0 L.E. 1,2,3
5.0 L.E. 3	2.1 3	5.0 L.E. 1,2,3
6.0 3	2.3 3	
	3.0 3	
	4.0 3	
	5.0 3	

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-003.: ORIENTATION TO CHILDREN WITH LOW INTELLIGENCE: THE EMRC AND TMRC

MODULE--IEC-003.02 (SCS): THE EDUCABLE MENTALLY RETARDED IN AN ERA OF EDUCATIONAL CHANGE

I. BEHAVIORAL OBJECTIVES

The student will:

1. Check source materials and answer the following questions (retain in student's notebook):

   Document your answers with authoritative sources.

   a. What are ten general characteristics of children classified as 'educable mentally retarded' which have special educational relevance?

   b. What are the general objectives of the educational program for EMR's at the national level and in South Carolina?

   c. In general, what is the expected achievement level of educable mentally retarded children?

   d. What are the services provided by special classes and the current findings relative to their efficacy?

   e. Has this state made any revisions in long range planning? What type changes are advocated?

   f. How can educators provide for satisfactory post-school adjustment of the EMR through effective school programs at the various school levels?

2. View the following films:

   a. "Moderate Retardation in Young Children," Time: 42 minutes.

   b. "Give Them A Chance," Time: 12 minutes.

II. PURPOSE

Each student will need to have some knowledge of the general characteristics, the educational objectives and learning principles for instruction of the EMR school age population. This module is developed with these facts in mind.

III. PERFORMANCE CRITERIA

Given an opportunity to participate in a small group discussion, the student will answer questions raised in behavioral objective one. He will also sign the viewing slip for the film (viewing slip #003.02C).

IV. LEARNING EXPERIENCES

1. Answer questions found in behavioral objective one.

2. View films (sign viewing slip).

3. Participate in small group discussions (2 or more) using questions and answers from one above. Note the varied answers within the group. (Support your responses with the documentation acquired in LE 1.)

4. Acquire Handout IEC-003.02D. Read and place in your class note materials.

5. Free choice.

V. RESOURCES

1. The Curriculum Laboratory

2. Film Library

3. Whittaker Library (CC. No. 371)

4. Handout IEC-003.02D

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L.E. 1,2,3	1.0 L.E. 1,2,3	1.0 L.E. 1,2,3
2.0 L.E. 1,2,3	2.0 L.E. 1,2,3	2.0 L.E. 1,2,3
3.0 L.E. 1,2,3	3.0 L.E. 1,2,3	3.0 L.E. 1, 3
4.0 L.E. 1,2,3	4.0 L.E. 1,2,3	4.0 L.E. 1, 3
5.0 L.E. 1,2,3	5.0	5.0 L.E. 1, 3
6.0 L.E. 1		

HANDOUT--IEC-003.02D

RESOURCE PROGRAMS FOR PRIMARY AND INTERMEDIATE EMR STUDENTS

A. DEFINITION:

Resource rooms are programs whereby, after careful screening and selection, pupils are enrolled in regular classes but spend a portion of each day in the resource room. Here an intensive program of educational diagnosis and prescriptive teaching takes place. The resource teacher, in conjunction with the regular teachers, plan the pupil's curriculum. The resource teacher assists the regular class teacher in the selection of techniques, approaches, methods, and materials to implement the curriculum. They evaluate and make necessary revisions in the program. The regular teacher is vital to the success of resource programs by helping the pupils adjust to the regular classroom and by his part in the implementation of much of the instructional program. As special problems arise, the regular classroom teacher may request that the resource teacher observe the pupil in the regular classroom. The resource teacher should seek any additional supportive services as they are needed for an individual pupil.

The following are possible advantages of the resource program:

1. Pupils may learn skills with the total peer group where they may ultimately function.
2. Some pupils may develop a more adequate self-concept from being a part of the total school rather than segregated from pupils with average or above average ability.

3. It reduces possible labeling and stigma usually associated with the mentally retarded.

4. It may, hopefully, be helpful in early identification of specific problems. If a specific disability is found, the resource and regular classroom teachers can direct their teaching toward remediation.

5. The integration of the resource and regular program may reduce the derogatory effects of labeling associated with the self-contained class. For this reason, perhaps parents and educators may be more willing to support the resource program.

6. The resource teacher is able to observe the pupil in his regular classroom to identify his problems as he functions there, and then to prescribe corrective and supportive measures.

7. The resource program might provide for better utilization of staff for educable mentally retarded pupils because more pupils can be served by one teacher.

8. The resource teacher can provide materials for the regular classroom teacher to use with educable mentally retarded pupils.

9. The education of educable mentally retarded pupils tend to become the responsibility of the total school as opposed to one single teacher. It focuses on cooperative planning for the child by the total school staff.

10. Pupils with specific learning disabilities and culturally deprived pupils who have been erroneously channeled into the program for the educable mentally retarded have better opportunities for interaction with the total peer group while possible remediating the disability to the point at which they can successfully function full time in the regular program.

11. Pupils, who may have been erroneously placed in classes for the educable mentally retarded, or pupils whose needs may best be served in classes other than self-contained could use the resource program to facilitate the transition back into the regular program.

12. Some units that have moved into resource programs report that attendance of educable mentally retarded pupils has greatly improved as compared with attendance in self-contained classes for the educable mentally retarded.

13. Resource programs may help pupils adjust more easily to the programs they will encounter at the junior and senior high levels.

B. PLANNING:

Essential to the successful development of resource programs is adequate planning. The planning must begin with the administrative staff of the unit and then proceed to the total faculty of each school. The administrative staff, principals, teachers, and district personnel must understand the goals and objectives and be willing to share the responsibilities for the program. Parents and the community should be aware of and involved in the program. Even though in many cases planning might narrow down to the resource teacher, the regular teacher and the pupil, the total school faculty should be involved to assure success.

Initial planning should determine the extent of the educable mentally retarded pupils, provided the faculty with the rationale and a basic understanding of the program, establish goals and objectives, and devise suitable methods of evaluation. Planning must permit and encourage continuous evaluation and reassessment of both individual needs of the pupils and the resource program.

C. REFERRALS:

Pupils who have been properly identified as educable mentally retarded, emotionally disturbed, and learning disability should be considered for placement in the resource room only after a careful analysis has been made of the pupil's total capabilities and adjustment.

The following are referral steps taken in placing a child:

1. Pupils are first assigned to regular classes. The resource teacher confers with the regular teacher about a given pupil. The regular teacher provides the resource teacher with information about the pupil.

2. The resource teacher observes the child in the classroom to evaluate his adjustment and behavior.

3. The resource teacher administers informal tests based on observations of the pupil in the classroom setting and information given by the regular teacher.

4. Students eligible for the program are placed after an individual psychological is administered by a school psychologist.

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-003.: ORIENTATION TO CHILDREN WITH LOW INTELLIGENCE: THE EMRC AND TMRC

MODULE--IEC-003.03 (SCS): WHAT ABOUT US? "THE TRAINABLE MENTALLY RETARDED"

I. BEHAVIORAL OBJECTIVES

The student will:

1. Read from elected sources to answer the following:
   a. What are the basic educational goals for trainables? How do they differ from those of educable students?
   b. What educational agencies service these individuals other than the public day classes?
   c. Are multiple handicaps and organic cases involved in the range of relevant discrepancies within this group? (Support your answer.)
   d. How does the Mandatory Education Law of February 9, 1972 in South Carolina provide for these individuals?
   e. Compare the educable and the trainable retarded in terms of: 1) expected incidence, 2) major etiology, 3) potentials for education, and 4) socio-economic levels of parents.
2. Visit either of the two state operated facilities which service these individuals in Columbia or Ladson and upon your return, discuss his observations in a group setting (planned program field experience).
3. Develop his own curriculum for a public day school for Pre-teen TMR's. This will be presented for evaluation to the instructor.

II. PURPOSE

To let each student gain some fundamental ideas and concepts relative to TMR children.

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-003.: ORIENTATION TO CHILDREN WITH LOW INTELLIGENCE: THE EMRC AND TMRC

MODULE--IEC-003.03 (SCS): WHAT ABOUT US? "THE TRAINABLE MENTALLY RETARDED"

I. BEHAVIORAL OBJECTIVES

The student will:

1. Read from elected sources to answer the following:

   a. What are the basic educational goals for trainables? How do they differ from those of educable students?

   b. What educational agencies service these individuals other than the public day classes?

   c. Are multiple handicaps and organic cases involved in the range of relevant discrepancies within this group? (Support your answer.)

   d. How does the Mandatory Education Law of February 9, 1972 in South Carolina provide for these individuals?

   e. Compare the educable and the trainable retarded in terms of: 1) expected incidence, 2) major etiology, 3) potentials for education, and 4) socio-economic levels of parents.

2. Visit either of the two state operated facilities which service these individuals in Columbia or Ladson and upon your return, discuss his observations in a group setting (planned program field experience).

3. Develop his own curriculum for a public day school for Pre-teen TMR's. This will be presented for evaluation to the instructor.

II. PURPOSE

To let each student gain some fundamental ideas and concepts relative to TMR children.

III. PERFORMANCE CRITERIA

Given the opportunity to visit a state institution, the student will discuss in a group setting the impact of his observations in light of his present knowledge. He will present his own curriculum for a public day school program for Pre-teen TMR's.

IV. LEARNING EXPERIENCES

1. Answer questions found in behavioral objective one and maintain in student's notebook.
2. Visit a state facility which serves TMR's.
3. Develop and present a curriculum model (see attached chart 003.03D).
4. Discuss in a group setting the field trip.
5. Free choice.

V. RESOURCES

1. The Curriculum Laboratory
2. A State institution which services TMR's.
3. Whittaker Library
4. Curricula Model 003.03D

CURRICULUM AREAS OF THE TOPAZ SCHOOL*
FOR SEVERELY RETARDED CHILDREN

The Goals of the Curriculum

There are three broad goals in this educational program for trainable mentally retarded youth in this school: 1) to develop self-care or self-help, 2) to acquire social adjustment in the home and neighborhood, and 3) to develop economic usefulness in the home or in a sheltered environment. The specific elements in the course of study cover eleven broad areas: modified reading, arithmetic, arts and crafts, dramatization, physical hygiene, language, mental development, practical arts, motor development, self-help, socialization, social studies and music.

Evaluation of the Curriculum

In order to adequately evaluate a curriculum of this type, one would have to observe the product over a period of 25 years or more. However, one can ask the following questions:

Are the children from a trainable school of this type eventually institutionalized?

Does a class for the trainable assist the parents?

Do the children become economically useful?

Do classes for trainable children in this school fulfill expectations?

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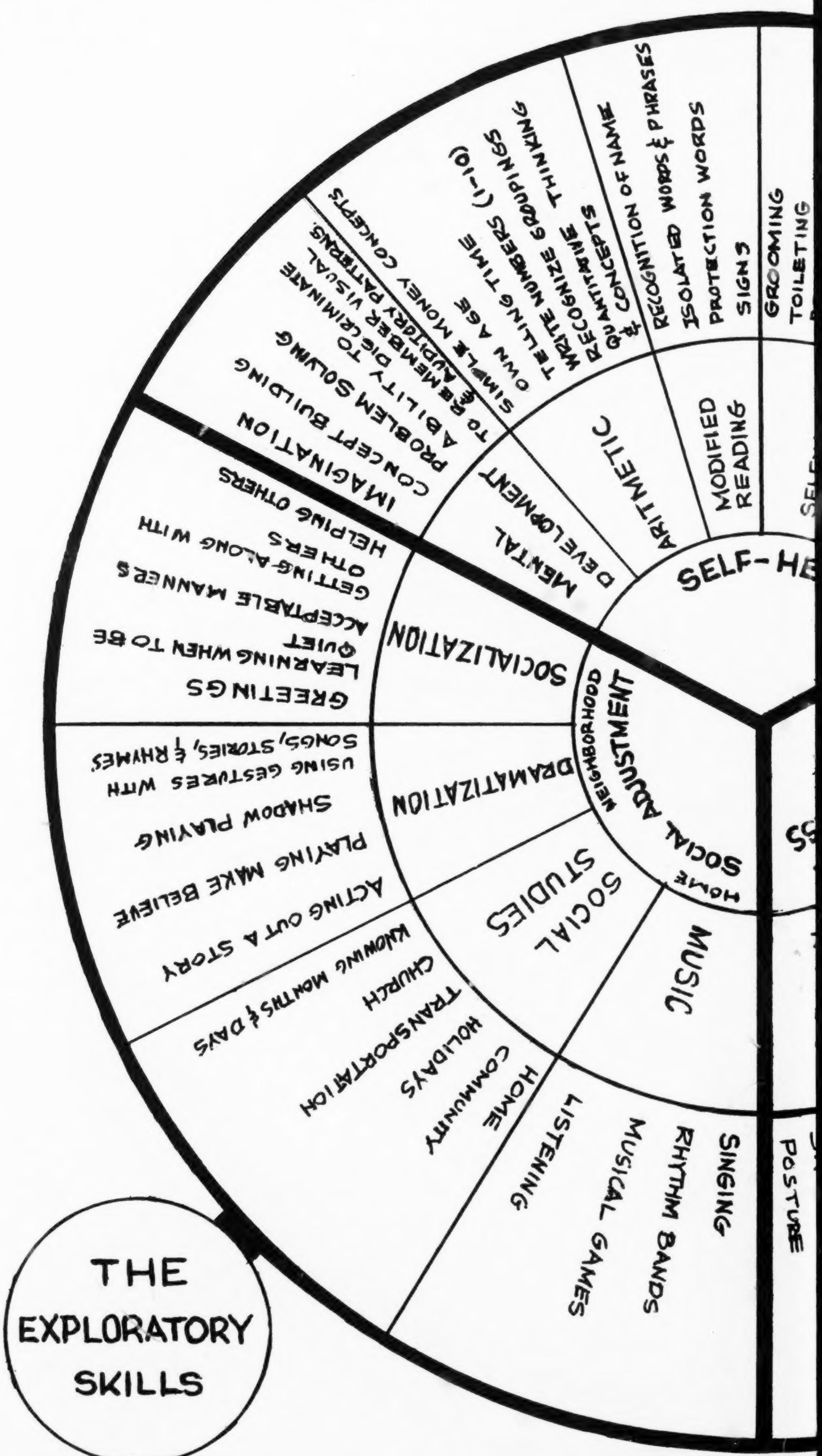
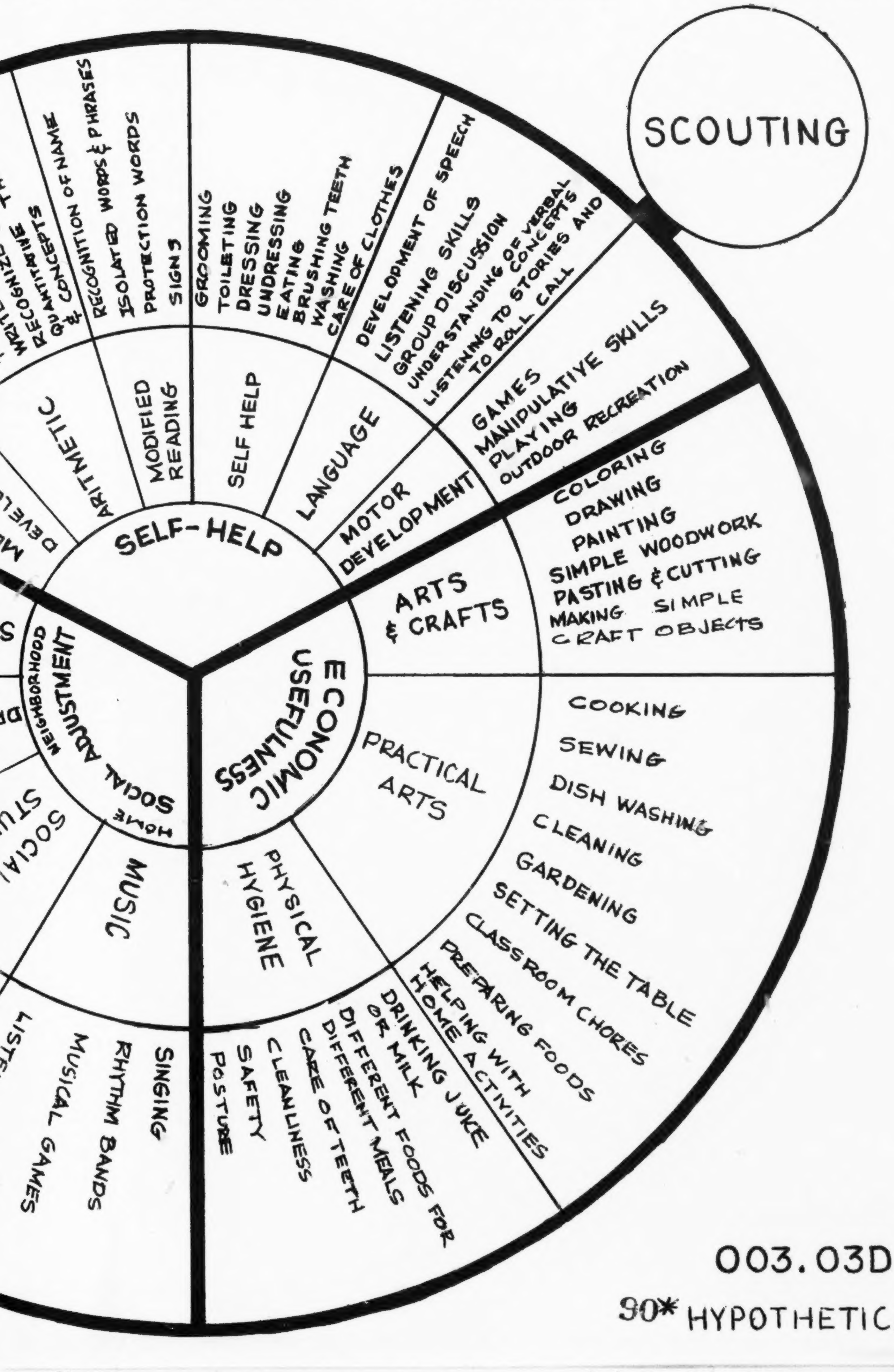
*Hypothetical school

CURRICULUM AREAS OF THE TOPAZ SCHOOL* FOR SEV



OL* FOR SEVERELY RETARDED CHILDREN



003.03D

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* HYPOTHETICAL SCHOOL

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L.E. 1,2,3,4	1.0 L.E. 1,2,3,4	1.0 L.E. 1,2,3,4
2.0 L.E. 1,2,3,4	2.0 L.E. 1,2,3,4	2.0 L.E. 1,2,3,4
3.0 L.E. 1,2,3,4	3.0 L.E. 1,2,3,4	3.0 L.E. 1,2,3,4
4.0 L.E. 1,2,3,4	4.0 L.E. 1,2,3,4	4.0 L.E. 1,2,3,4
5.0 L.E. 1,2,3,4	5.0 2,3	5.0 L.E. 1,2,3,4

IEC-003. (SCS)

Competency Level
84% Accuracy

POST-TEST

ORIENTATION TO
CHILDREN WITH LOW INTELLIGENCE:
THE EMRC AND TMRC

GENERAL DIRECTIONS: Read each item carefully! Using a No. 2 pencil, place all answers on the ANSWER CARD. Please do not mark or write on the sheet containing the test items.

Multiple Choice ------- DIRECTIONS: From the group of possible choices for each item, choose the one which best answers the question, or completes or describes the statement; blacken the space which corresponds to your choice.

1. The factors of mental retardation that educators are primarily concerned with are:

    a. organic and genetic
    b. postnatal and perinatal
    c. prenatal and medical
    (d) cultural and environmental
    e. genetic and cultural.

2. An inborn error of metabolism associated with mental retardation is:

    a. the RH factor
    b. anoxia
    c. mongolism
    d. rubella
    (e) phenylketonuria.

3. The totally dependent retarded child:

    a. can learn some self-care activities
    (b) requires care and supervision throughout his life
    c. is trainable
    d. is often placed in the sheltered workshop
    e. is best served in a residential institution.

4. Two children with IQ's in the 70's:

   a. require similar educational programming
   b. usually have the same Mental Age
   (c) may differ widely in their educational needs
   d. probably have similar vocational interests
   e. are essentially incurable.

5. The rate of mental development of an educable retarded child as compared to normal children is:

   a. one-fifth to one-third
   b. one-fourth to one-third
   c. one-third to one-half
   d. one-half to two-thirds
   (e) one-half to three-fourths.

6. The ultimate aim of educating mentally retarded childres is to help them:

   a. develop emotional security and independence
   b. learn the minimum essential academic skills to function in the community
   (c) adjust to the community on an adult level as social participants and wage earners
   d. develop social competencies to assist in cultural assimilation
   e. develop occupational adequacy.

7. The educable mentally retarded child is usually placed in a:

   (a) special class
   b. special school
   c. residential institution
   d. regular class
   e. resource room.

8. Lloyd Dunn has strongly advocated the abolition of the special class for:

   a. the moderately retarded
   b. the educationally retarded
   c. slow learners
   (d) the socioculturally deprived retarded
   e. the socially maladjusted.

9. The most adequate replacement for the special class for the educable mentally retarded is:

a. the resource room
b. itinerant teaching services
(c) individualized instruction
d. the cooperative plan
e. the regular class.

10. Studies on the social and vocational adjustment of the educable mentally retarded during periods of high employment indicate that:

(a) they adjust to society and become self-supporting citizens
b. they have difficulty adjusting to society and have a crime rate double that of the normal population
c. they are usually unable to support themselves and over half are on welfare
d. they become totally dependent and are eventually institutionalized
e. they usually rely on friends and family support.

11. The IQ range of the educable mentally retarded child is usually considered to be from:

a. 30 to 55
b. 40 to 65
(c) 50 to 75
d. 60 to 85
e. 70 to 95.

12. Minority group children whose background indicates familial retardation and/or cultural deprivation are best served:

a. by the special class
b. in a resource room
c. by the regular class
(d) by the regular class with itinerant services
e. by the special class with itinerant services.

13. Potential development of the educable mentally retarded child is probably most significant in:

a. academic, social, and intellectual areas
(b) academic, social, and occupational areas
c. physical, social, and occupational areas
d. physical, personal, and intellectual areas
e. academic, personal, and [illegible]ional areas.

14. Educators tend to classify children with low intelligence according to their:

    a. type of physical defect
    b. degree of adjustment
    c. psychological deficit
    d. degree of independence
    (e) rate of learning.

15. Abberrant chromosomes exist in some children and are associated with:

    a. phenylketonuria
    b. cretinism
    c. neurofibromatosis
    (d) Downs syndrome
    e. familial idiocy.

16. The age of admission for trainable mentally retarded children into the public school is:

    (a) the same as for normal children
    b. lower than for normal children
    c. higher than for normal children
    d. dependent upon mental age
    e. dependent on IQ.

17. A recognized controversy relating to the education of the trainable mentally retarded deals with:

    a. their social behavior
    b. institutional provisions
    c. the "baby-sitting" issue
    d. curriculum goals
    (e) the functions of a school.

18. The reading proficiency attainable by most trainable retarded children is:

    a. none
    b. first grade
    c. second grade
    d. protective reading
    (e) simple recognition of common words and phrases.

19. The trainable class assists the parents of trainable mentally retarded children by:

a. delaying institutionalization
b. preventing institutionalization
c. providing respite care
d. providing family counseling
(e) making parents more objective concerning the reasonable capabilities of their children.

20. The usual age of admission for trainable retarded children into public schools is:

a. 2
b. 4
(c) 6
d. 8
e. 10

21. The community service agency providing partial self-support for the trainable mentally retarded is the:

a. county mental health service
b. Office of Economic Opportunity
(c) sheltered workshop
d. community clinic
e. local association for retarded children.

22. The term that refers to the constructive participation of the trainable child in school, home, and community is:

a. occupational adequacy
(b) economic usefulness
c. social competence
d. personal adequacy
e. cultural relevance.

23. The probable impact of the increase in sheltered workshops will be:

a. to decrease the prevalency of trainable mentally retarded children in the school population
b. to increase the prevalency of trainable mentally retarded children in the school population
(c) a reduction in the numbers of trainable children who are eventually institutionalized
d. an increase in the numbers of trainable children who are eventually institutionalized
e. to replace the school as the training agency for the trainable mentally retarded.

24. Studies have shown that meeting the expectations for trainable children:

a. is greatest in the development of social competence
b. depends primarily on maturation rather than training
(c) is slightly better in the community setting
d. is slightly better in the institutional setting
e. seems to be independent of community or institutional placement.

25. Mentally retarded children who do not show retardation on paired associate learning and digit repetition are thought to be:

a. educable mentally retarded
b. trainable mentally retarded
c. learning disabled
(d) culturally deprived
e. multiply handicapped.

IEC-004. CHILDREN WITH LEARNING DISABILITIES

I. PRE-REQUISITE - IEC-003.

II. PLACEMENT OF CLUSTER: Fourth in the Component

III. ESTIMATED TIME: Four Hours for Student
Two Hours for Instructor

IV. GENERAL OBJECTIVES OF THE IEC-004. CLUSTER:

Upon completion of this cluster, the student will be able to:

1. Define learning disabilities in light of behavior or learning disorder without specific reference to central nervous system etiology.
2. Exhibit competence in the use of the specific terminology one must be familiar with in studying the learning disabled child.
3. Develop a prescription plan to facilitate the learning of a dyslexic child.
4. Abstract, from current professional journals, three articles related to specific learning disabilities.

If these broad objectives are achieved, the student will, for example, be able to do the following:

1. Identify a child with a learning disability and contrast this with a mentally retarded child.
2. Match with 90% accuracy, the following terminology used in the description of the learning disabled child with the proper definitions:

    Dyslexia
    Hyperkinetic
    Minimal neurological dysfunction
    Minimal cerebral dysfunction
    Psychoneurological learning
    Educationally handicapped
    Perceptually handicapped
    Shadow child
    Dysgraphia
    Dyscalculia

3. Take a specific case and develop a prescriptive plan to facilitate student learning.

4. Present three abstracts concerned with learning disabilities.

V. DESCRIPTION OF INSTRUCTIONAL ACTIVITIES:

1. Pre-test to determine whether the student should: a) study all or selected portions of this cluster or b) proceed to the post-test or the next cluster.

2. Proceed to the modules in this cluster:

   IEC-004.01 - Introduction to Learning Disabilities

   IEC-004.02 - From Evaluation to Instruction

3. Students will meet in small discussion groups with the course instructor and other students to consider any topics that need clarification.

4. Post-test and conference with instructor to determine if the student should proceed to the next cluster in the component.

VI. RESOURCES

Miller F. Whittaker Library
Curriculum Library in Special Education
Faculty/Staff
Individual and Group Conferences and Discussions

IEC-004. (SCS)

Competency Level
100% Accuracy

PRE-TEST

CHILDREN WITH LEARNING DISABILITIES

GENERAL DIRECTIONS: Read each item carefully! Using a No. 2 pencil, place all answers on the ANSWER CARD. Please do not mark or write on the sheet containing the test items.

Multiple-Choice ------- DIRECTIONS: From the group of possible choices for each item, choose the one which best answers the question, or completes or describes the statement; blacken the space which corresponds to your choice.

1. The inability to read may be referred to as:

   a. aphasia
   b. agnosia
   c. agraphia
   (d) dyslexia
   e. dysgraphia.

2. Children with learning disabilities can be described as having:

   a. poorly developed language facility
   b. difficulty in learning to read
   c. delayed speech development
   (d) developmental discrepancies
   e. difficulty in learning by ordinary methods of instruction.

3. The term indicating that specific learning disability is a direct function of neurological deficit is:

   a. learning disability
   b. central processing dysfunction
   (c) minimal brain dysfunction
   d. perceptual disability
   e. aphasia.

4. Early studies of language disorders involved:

    a. spastic children
    (b) brain-damaged adults
    c. autistic children
    d. children with delayed speech
    e. veterans of the World Wars.

5. The perceptual motor approach to children with learning disabilities was first popularized by:

    a. Cruickshank
    b. Newell Kephart
    c. Marianne Frostig
    d. Itard
    (e) Strauss and Lehtinen.

6. Cruickshank believed that the special classroom for hyperactive children should provide:

    (a) a minimum of space with controlled environmental stimuli
    b. a maximum of space with a reduction of environmental stimuli
    c. a minimum of space with uncontrolled environmental stimuli
    d. a maximum of space with a reduction of visuo-motor stimuli
    e. an anechoic environment.

7. The "Movigenic" curriculum was developed by:

    a. Kephart
    b. Frostig
    (c) Barsch
    d. Getman
    e. Cruickshank.

8. The eclectic approach to the mediation of specific learning disabilities is considered to be:

    a. perceptual motor
    (b) multi-sensory
    c. visual perception
    d. psychomotor
    e. psychoneural.

9. The Illinois Test of Psycholinguistic Abilities is used to diagnose:

   a. mental retardation
   b. language skills
   c. giftedness
   (d) learning dysfunction
   e. psychogenic causation.

10. The term used to refer to the change of minor incorrect habits developed in the acquisition of reading skills is:

   (a) corrective reading
   b. developmental reading
   c. remedial reading
   d. reading therapy
   e. reading adjustment.

11. Sensory deprivation relates to learning disability as a (an):

   a. physical correlate
   b. psychological correlate
   (c) environmental factor
   d. confused spatial orientation
   e. mixed laterality.

12. Alternatives to the self-contained class have developed to remediate specific learning disabilities because:

   (a) children with learning disabilities constitute a diverse group presenting unusual management problems in the classroom
   b. categorical aid for this disability group does not favor the self-contained class
   c. of the significant age range of the learning disabled
   d. the self-contained class cannot be used effectively for this group of children
   e. the "clinic" provides the most favorable environment for remediation.

13. The final step in Kirk's psychoeducational diagnostic procedures is:

    a. identification of the learning problem
    b. evolving a diagnostic inference
    (c) organizing a systematic remedial program
    d. discovering the correlates of the disability
    e. analyzing the behavior manifestations that are descriptive of the problem.

14. Sensori-training for exceptional children was first advocated by:

    (a) Edward Seguin
    b. Newell Kephart
    c. William Cruickshank
    d. Ozeretsky
    e. Strauss and Lehtinen.

15. In teaching reading to children with perceptual disorders, the method in which the child traces a word while vocalizing is the:

    a. Phonic-Grapho-Vocal method
    b. VAK method
    (c) Kinesthetic method
    d. Spalding method
    e. Barsch method.

16. Children with specific learning disabilities may exhibit disorders in:

    a. emotional ability
    b. sensory ability
    c. perseveration
    (d) spoken and written language
    e. rational thought processes.

17. The Spalding Method was originally devised for:

    a. mentally retarded children
    b. brain-injured children
    (c) all children in grades one to three
    d. the learning disabled
    e. the hard of hearing.

18. According to the USOE, it is difficult to estimate the percentage of children who require special education due to a specific learning disability because of the:

    a. incomplete national data on prevalency
    b. large numbers of such children in regular school programs
    c. social stigma attached to these children
    (d) inadequacy of diagnostic procedures
    e. presence of other handicapping conditions in most of the children classified as learning disabled.

19. The concept of cerebral dominance began with:

    (a) Hughlings Jackson in 1868
    b. Hinshelwood in 1917
    c. Henry Head in 1926
    d. Strauss and Lehtinen in 1947
    e. Newell Kephart in 1955.

20. Remedial methods for children with learning disabilities include:

    a. psychomotor, counseling, and motor training
    b. a combination of varied approaches
    c. kinesthetic and phonic training
    (d) perceptual motor strategies, visual perception training, and multisensory strategies
    e. sensory strategies and remedial reading.

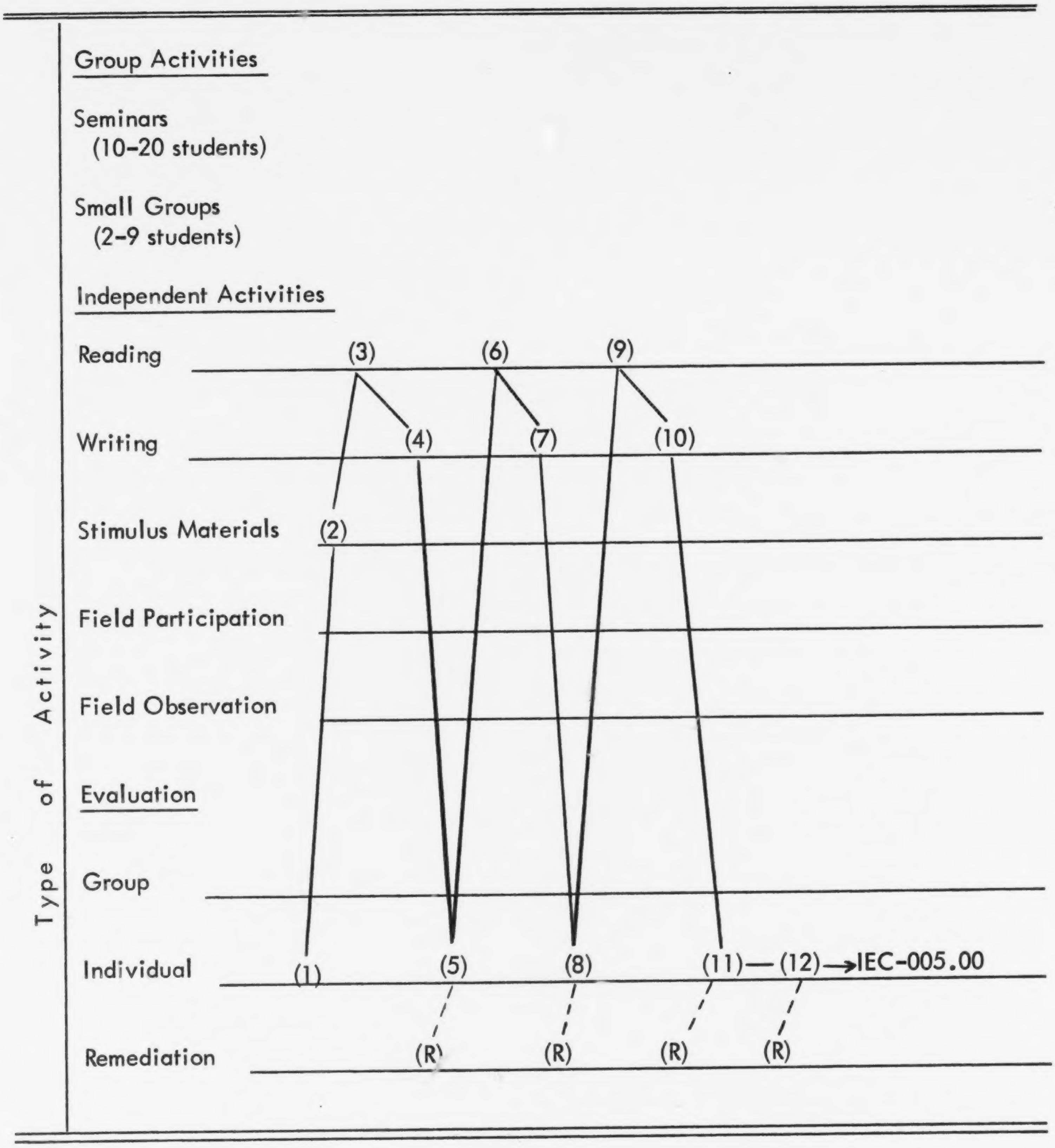
CLUSTER IEC-004.

TAXONOMY OF LEARNING EXPERIENCES

DOMAINS	MODULES	
	004.01	004.02
	LEARNING EXPERIENCES	
COGNITIVE		
Knowledge	1,2	1,2,3,4
Comprehension	1,2	1,2,3,4
Application	1,2	1,2,3,4
Analysis	1,2	1, 3,4
Synthesis	2	3,4
Evaluation		3,4
AFFECTIVE		
Receiving	1,2	1,2,3,4
Responding	1,2	1,2,3,4
Valuing	1,2	1,2,3,4
Organization	1,2	3,4
Characterization		
PSYCHOMOTOR		
Perception	1,2	1,2,3,4
Set	1,2	1,2,3,4
Guided Response	1,2	1,2,3,4
Mechanism	1,2	1,2,3,4
Complex Overt Response	1,2	1,2,3,4

CLUSTER FLOW CHART IEC-004.

Sequence of Activities



COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-004.: CHILDREN WITH LEARNING DISABILITIES

MODULE--IEC-004.01 (SCS): INTRODUCTION TO LEARNING DISABILITIES

I. BEHAVIORAL OBJECTIVE

The student will:

Read the programmed frames on Introduction to Learning Disabilities, demonstrate his ability to judge the value of the concepts as presented in the frames.

II. PURPOSE

If the student is to be prepared with a basic set of facts, terms and concepts which will facilitate his understanding of learning disabilities and also be sufficiently prepared for advance work, he needs the data provided in this module.

III. PERFORMANCE CRITERIA

Given adequate time, the student will complete the programmed frames (200) and evaluate this experience.

IV. LEARNING EXPERIENCE

1. Obtain a copy of the Programmed Primer (IEC-004.01A) from the curriculum laboratory and read this.
2. Present a written evaluation of this experience.
3. Free choice.

V. RESOURCES

Programmed Primer (IEC-004.01A)

Kroth, James A. A Programmed Primer in Learning Disabilities. Springfield, Illinois: Charles C. Thomas, 1971. Entire Book.

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L.E. 1,2	1.0 L.E. 1,2	1.0 L.E 1,2
2.0 L.E. 1,2	2.0 L.E. 1,2	2.0 L.E. 1,2
3.0 L.E. 1,2	3.0 L.E. 1,2	3.0 L.E. 1,2
4.0 L.E. 1,2	4.0 L.E. 1,2	4.0 L.E. 1,2
5.0 2		5.0 L.E. 1,2

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-004.: CHILDREN WITH LEARNING DISABILITIES

MODULE--IEC-004.02 (SCS): FROM EVALUATION TO INSTRUCTION

I. BEHAVIORAL OBJECTIVES

The student will:

1. Examine basic educationally orientated diagnostic methods of evaluation currently advocated.
2. Read selected literature on Diagnostic Teaching.
3. Evaluate the case of Sam R. and construct possible diagnostic methods and teaching procedures to be used with him.
4. Abstract three articles on learning disabilities from current journals.

II. PURPOSE

Students need to, at this point, synthesize their readings and activities in order to meet the goals outlined in the general objectives. Activities in this module are designed to facilitate this.

III. PERFORMANCE CRITERIA

Given material on diagnostic methods and diagnostic teaching for students with learning disabilities, the student will develop a plan for testing and teaching a particular student. In addition, he will also present to the instructor three supportive abstracts related to this area.

IV. LEARNING EXPERIENCES

1. Obtain from the curriculum lab, the following and read for information:
   a. IEC-004.02A - Differential Diagnosis
   b. IEC-004.02B - Children With Learning Problems
   c. IEC-004.02C - Diagnostic Teaching
2. Select additional readings related to the topic from the library.

3. Take the case study of Sam R. (IEC-004.02D) and evaluate this. Construct the possible diagnostic procedure to be used in evaluating him with respect to his learning disability. Present some specific techniques to be used in teaching this boy. Submit for evaluation by the instructor.

4. Elect from any current sources (2 year range), three articles on learning disabilities, abstract them and present to course instructor for evaluation.

5. Free choice.

V. RESOURCES

IEC-004.02A
IEC-004.02B
IEC-004.02C
IEC-004.02D
Current Journals

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L.E. 1,2,3,4	1.0 L.E. 1,2,3,4	1.0 L.E. 1,2,3,4
2.0 L.E. 1,2,3,4	2.0 L.E. 1,2,3,4	2.0 L.E. 1,2,3,4
3.0 L.E. 1, 3,4	3.0 L.E. 1,2,3,4	3.0 L.E. 1,2,3,4
4.0 L.E. 1, 3,4	4.0 L.E. 3,4	4.0 L.E. 1,2,3,4
5.0 3,4	5.0 L.E.	5.0 L.E. 1,2,3,4

IEC-004.

Competency Level
85% Accuracy

POST-TEST
Part I

CHILDREN WITH LEARNING DISABILITIES

GENERAL DIRECTIONS: Complete each statement below with a word or words acquired during your reading experiences.

1. The learning disabled child is not mentally retarded or emotionally disturbed. For this reason he can be termed in a general way __________ handicapped.

2. Dyslexia is a form of __________ retardation. A child with dyslexia is called _______________.

3. The blind child has a basic sensory (deficit, integrity). The learning disabled child, on the other hand, has a basic _________ integrity for learning.

4. A child who cannot sit still and who maintains an unusually high level of activity is ____________.

5. A child who is easily disturbed by extraneous and irrelevant stimuli in the classroom is _________. This is one of the characteristic symptoms at the neurological level of analysis.

6. While there are at least six senses, we usually only talk of four major perceptual modalities or channels: ___________, __________, __________, and ____________.

Part II

GENERAL DIRECTIONS: Define the following terms:

7. Visual perception

8. Auditory perception

9. Gross motor development

10. Perceptual level

11. Prescriptive teaching

12. Minimal cerebral dysfunction

13. Dyscalculia

14. Perseveration

15. Minimal neurological dysfunction

16. Dysgraphia

Part III

GENERAL DIRECTIONS: Complete the following activities for this case study:

SAM R.

Sam, a 9-year-old boy, was referred by the fourth-grade teacher to a clinic. She stated that Sam appeared to be as intelligent as other children, did average work in arithmetic calculations, but was unable to read. He has attended average schools since the age of 6, has been promoted each year, but has not learned to read beyond the first-grade level. Other children help him by reading assignments to him, while he helps them in other areas, such as arithmetic. He has a good memory for information heard, but has difficulty remembering things seen.

1. Why would you administer a mental test to Sam?

2. Do you think his severe retardation in reading is due to a visual or auditory defect? Why?

3. What correlates of reading retardation would you look for in Sam?

4. Does an inferential diagnosis of brain dysfunction help organize a remedial program?

5. Would you classify this child as a reading disability or a learning disability, or both?

IEC-005. CHILDREN WHO ARE SPEECH DEVIATES

I. PRE-REQUISITE - IEC-004.

II. PLACEMENT OF CLUSTER: Fifth in the Component

III. ESTIMATED TIME: Four Hours for Student
Two Hours for Instructor

IV. GENERAL OBJECTIVES OF THE IEC-005. CLUSTER:

Upon completion of this cluster, students will be able to:

1. Define speech disorders.
2. Classify the types of speech disorders found in the public schools.
3. Describe the characteristics of speech disorders.
4. Apply the knowledge learned above in the recognition of speech disorders.

If these broad objectives are achieved, the student will, according to a prepared sheet:

1. Match speech disorders with characteristics given.
2. List the causes of speech disorders.
3. State the most frequent type of speech disorder found in the public school.
4. Describe the school's responsibility in speech disorders.
5. State the estimated prevalence of speech disorders.

V. DESCRIPTION OF INSTRUCTIONAL ACTIVITIES:

The following learning experiences are available:

1. Pre-assessment procedures consist of a written test which determines whether the student should:

    a. study all or selected portions of this cluster.

    b. proceed to the post-test or the next cluster.

2. Students will meet in small discussion groups to discuss the objectives and requirements of the cluster.

3. Students will then proceed to the modules following within the cluster:

IEC-005.01	(SCS)	Oral Communication and Speech Mechanism
IEC-005.02	(SCS)	Definition and Prevalence of Speech Disorders
IEC-005.03	(SCS)	Types of Speech Disorders
IEC-005.04	(SCS)	The Role of the School

4. Students will view films and video-tapes related to speech disorders.

5. Students will visit in groups, the speech laboratory in the light of observing speech disorders and therapeutic techniques.

6. Post-assessment procedures consist of a written examination to determine if student should proceed to the next cluster. If competency is not attained on the post assessment, the instructor will recycle the students learning experiences.

VI. RESOURCES:

Miller F. Whittaker Library
Curriculum Library in Special Education
Faculty/Staff
Individual and Group Discussions
Speech Laboratory
Films

IEC-005. (SCS)

Competency Level
100% Accuracy

PRE-TEST

PRE-ASSESSMENT

GENERAL DIRECTIONS: Choose the best answer for each question.

1. One of the most difficult groups of speech disorders to correct among school age children is:

   a. hypernasality
   b. functional voice disorders
   (c) articulatory problems
   d. delayed speech.

2. Which of the following is not a characteristic of cleft palate speech:

   a. hypernasality
   b. nasal emission
   c. faulty articulation
   (d) effective closure.

3. The causes of delayed speech are all of the following except:

   a. emotional disturbances
   b. hearing loss
   c. environmental factors
   (d) social factors.

4. The prevalence estimate for speech disorders is:

   (a) 3.5%
   b. 5.0%
   c. 4.5%
   d. 2.5%

5. Intelligible speech can be expected by the time a child is:

   a. two years old
   (b) four years old
   c. 16 months old
   d. 1 year old.

6. Approximately 80 percent of speech cases in school are:

   a. vocal disorders
   (b) functional articulation disorders
   c. stuttering
   d. delayed speech.

7. The most difficult type of articulatory defect to correct is:

   a. substitution
   b. distortion
   (c) omission
   d. addition.

8. A child with a nasal "twang" may be said to have:

   (a) hypernasal speech
   b. denasal
   c. a regional dialect
   d. inflammation of vocal chords.

9. Stuttering is generally considered to be:

   a. differential timing of speech
   b. a fluency problem
   c. a vocal defect
   (d) a rhythm disorder.

10. Most students who have speech defects are:

   a. physically handicapped
   (b) otherwise normal
   c. mentally retarded
   d. neurologically handicapped.

GENERAL DIRECTIONS: Place the letter "T" for True or "F" for False in the space provided.

T 11. The prevalence of speech disorders are higher than any other area of exceptionality.

F 12. There are many valid clear cut causes of stuttering.

T 13. Play therapy is utilized as a treatment for stuttering.

__T__ 14. According to Van Piper, speech is defective when it deviates so far from the speech of other people that it calls attention to itself.

__F__ 15. A person with a pronounced southern dialect has a speech defect.

__F__ 16. Most speech defects are normally outgrown.

__T__ 17. In individual therapy children are scheduled one at a time for therapy sessions.

__F__ 18. A teacher's attitude toward a speech defective child is not important.

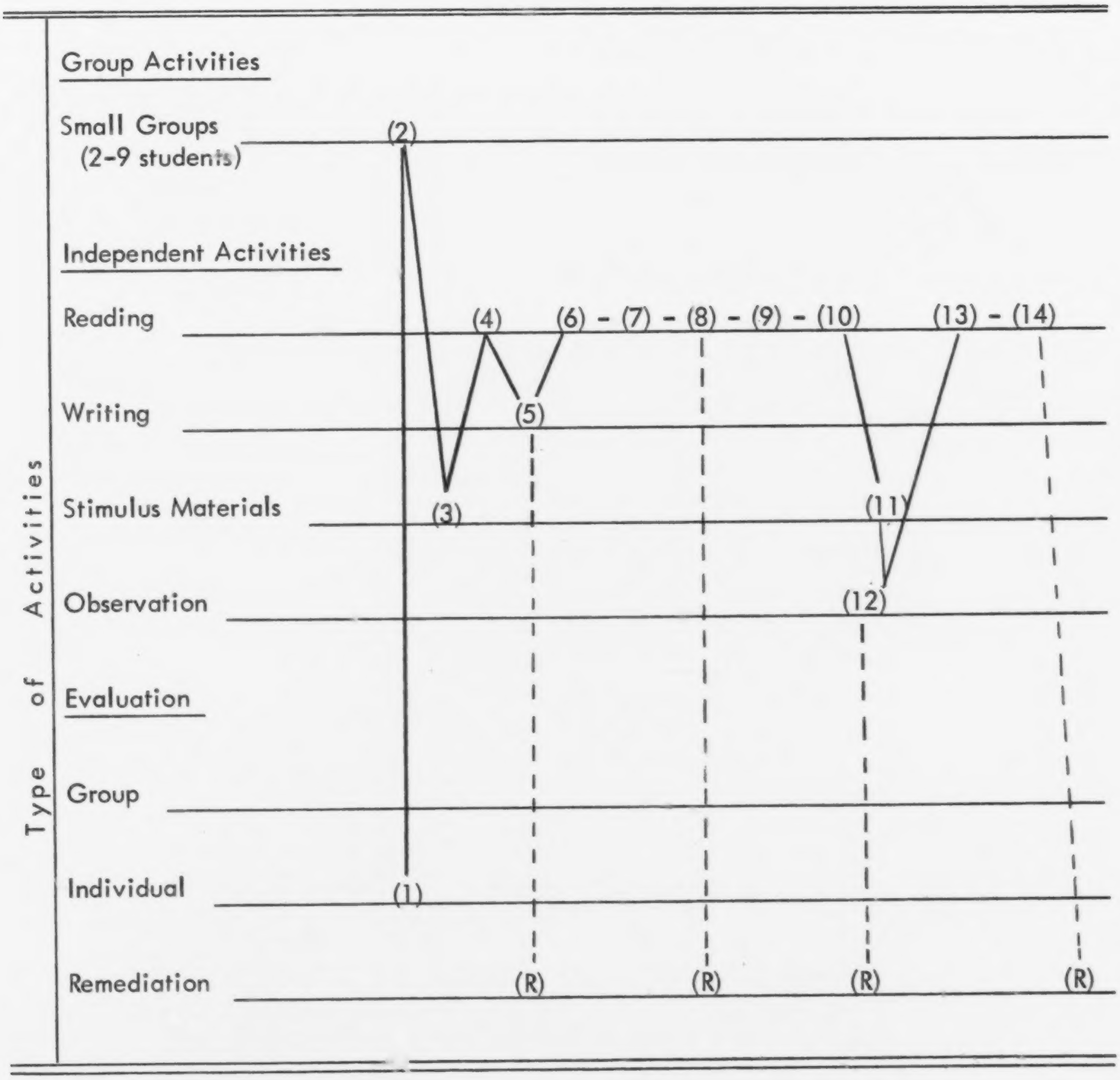
GENERAL DIRECTIONS: Fill in the blanks with the correct word or words.

19. The outstanding characteristics of speech articulation disorders are ____________, ____________, ____________, and ____________.

20. Speech disorders may be classified under two general headings: __________ which has no observable deviation of structure underlying problem, and ____________ wherever there is a definite structure involvement.

CLUSTER FLOW CHART IEC-005

Sequence of Activities



COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-005.: CHILDREN WHO ARE SPEECH DEVIATES

MODULE--IEC-005.01 (SCS): ORAL COMMUNICATION AND SPEECH MECHANISM

I. BEHAVIORAL OBJECTIVES

The student will:

1. Describe in writing, the development of speech.

2. State the discrepancies that may occur in the development of speech among school children.

II. PURPOSE

In order to comprehend the major speech problems encountered in the public school, the student must be knowledgeable of the development of speech and the disorders that may occur.

III. PERFORMANCE CRITERIA

Each student will record a three minute description of the speech development of a typical child. He will become involved in a group discussion with students in the same cluster describing discrepancies in speech development.

IV. LEARNING EXPERIENCES

1. View film "Introduction to Speech Problems," which is housed in the Special Education Curriculum Laboratory.

2. Read "Speech Impaired Children," Dunn, Lloyd. Exceptional Children in the School. New York: Holt, Rinehart & Winston, 1963, pp. 285-292.

3. Write up a three minute presentation of the development of speech.

4. Record this presentation.

5. Free choice.

V. RESOURCES

1. Kirk, Samuel A. *Educating Exceptional Children*. Boston: Houghton-Mifflin Company, 1972, p. 75.
2. Dunn, Lloyd. *Exceptional Children in the Schools.* New York: Holt, Rinehart & Winston, 1963, pp. 285-292.
3. Curriculum Laboratory in Special Education
4. Tape recorder

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L. E. 1,2,3	1.0 L.E. 1,2,3	1.0 L.E. 1,2,3,4
2.0 L. E. 1,2,3	2.0 L.E. 1,2,3	2.0 L.E. 1,2,3,4
3.0 L. E. 1,2,3	3.0 L.E. 1,2	3.0 L.E. 1,2,3,4
4.0 L. E. 1,2,3	4.0 2,3	4.0 L.E. 1,2,3,4
5.0 L. E. 1,2,3,	5.0 3	5.0 L.E. 1,2,3,4
6.0 3		

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-005.: CHILDREN WHO ARE SPEECH DEVIATES

MODULE--IEC-005.02 (SCS): DEFINITION AND PREVALENCE OF SPEECH DISORDERS

I. BEHAVIORAL OBJECTIVES

The student will:

1. State the prevalence of speech disorders.
2. Define speech disorders.
3. Compare the prevalence of speech disorders with other areas of exceptionalities.

II. PURPOSE

Each student should be cognizant of the definition of speech disorders according to Van Riper. He should know when a variation of speech is considered a handicap. He should also have an acquaintance of the prevalence of speech handicaps.

III. PERFORMANCE CRITERIA

Given a prepared sheet, the student will state the three characteristics of defective speech according to Van Riper. He will write, with 90% accuracy, the prevalence estimates of speech disorders with other areas of exceptionalities.

IV. LEARNING EXPERIENCES

1. Read - Cruickshank, William and Johnson, Orville. Education of Exceptional Children and Youth. Englewood Cliffs, N.J.: Prentice-Hall, 1967, p. 389.
2. Read - Dunn, Lloyd. Exceptional Children in the Schools. New York: Holt, Rinehart & Winston, 1963, pp. 293-296.

3. Examine Table 005.02A in the Chart Table in the Special Education Curriculum Laboratory.

4. Free choice.

V. RESOURCES

1. Cruickshank, William and Johnson, Orville. *Education of Exceptional Children and Youth.* Englewood Cliff, N.J.: Prentice Hall, 1967.

2. Dunn, Lloyd. *Exceptional Children in the Schools.* New York: Holt, Rinehart & Winston, 1963.

3. Chart Table in Special Education Curriculum Laboratory.

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L.E. 1,2,3	1.0 L.E. 1,2,3	1.0 L.E. 1,2,3
2.0 L.E. 1,2,3	2.0 L.E. 1,2,3	2.0 L.E. 1,2
3.0 L.E. 1,2,3	3.0 L.E. 1,2,3	3.0 L.E. 1,2,3
4.0 L.E. 1,2,3	4.0 L.E.	4.0 L.E. 1,2,3
5.0 L.E.	5.0 L.E.	5.0 L.E. 1,2,3

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-005.: CHILDREN WHO ARE SPEECH DEVIATES

MODULE--IEC-005.03 (SCS): TYPES OF SPEECH DEVIATES

I. BEHAVIORAL OBJECTIVES

The student will:

1. List the types of speech disorders.
2. Describe the nature of speech disorders.
3. Classify speech disorders in order of prevalence.

II. PURPOSE

Students need an acquaintance with the speech handicaps found in the public schools. They need to be cognizant of the characteristics of these handicaps. They also need to be aware of the frequencies at which they occur.

III. PERFORMANCE CRITERIA

Given a sheet listing characteristics of speech disorders, the student will identify the types and prevalence of speech disorders with 100% accuracy. He will also make a written presentation of his visit to the SCS Speech Laboratory which the instructor will judge as acceptable, or designate remedial procedures to meet acceptable criteria.

IV. LEARNING EXPERIENCES

1. Read - Dunn, Lloyd. Exceptional Children in the Schools. New York: Holt, Rinehart & Winston, 1963, pp. 295-322.
2. Examine Table 005.03 in the Chart Table in the Special Education Curriculum Laboratory.

3. View Film "Language Problems in the School." Film will be in Special Education Curriculum Laboratory.

4. Visit the speech laboratory (SCS) and report observations.

5. Free choice.

V. RESOURCES

1. Dunn, Lloyd. *Exceptional Children in the Schools.* New York: Holt, Rinehart & Winston, 1963.

2. Curriculum Laboratory in Special Education

3. Speech Laboratory

4. Chart Table

VI. TAXONOMY

Cognitive Domain	Affective Domain	Psychomotor Domain
1.0 L.E. 1,2, 4	1.0 L.E. 1,2, 4	1.0 L.E. 1,2,3
2.0 L.E. 1,2, 4	2.0 L.E. 1,2, 4	2.0 L.E. 1,2,3
3.0 L.E. 1,2, 4	3.0 L.E. 1,2, 4	3.0 L.E. 1,2,3
4.0 L.E. 1,2, 4	4.0 L.E. 1,2, 4	4.0 L.E. 1,2,3
5.0 L.E. 1,2, 4	5.0 L.E. 1,2, 4	5.0 L.E. 1,2,3

COMPONENT: INTRODUCTION TO EXCEPTIONAL CHILDREN

CLUSTER--IEC-005.: CHILDREN WHO ARE SPEECH DEVIATES

MODULE--IEC-005.04 (SCS): THE ROLE OF THE SCHOOL

I. BEHAVIORAL OBJECTIVES

The student will, in writing:

1. Describe the steps which a classroom teacher might employ to assist in the remediation of special disorders.
2. State the steps in identification and diagnosis of speech disorders.
3. List the terms commonly used for professional persons who are specialist in the area of speech disorders.

II. PURPOSE

It is necessary that each student develops an appreciation of the importance of good speech and the responsibility of all teachers to contribute to its development.

III. PERFORMANCE CRITERIA

Each student will state his reaction to the following question:

"If you were asked to identify speech defective children in the public school system, what procedures would you use?"

The instructor will determine the merit of these reactions.

IEC-005. (SCS)

Competency Level
85% Accuracy

POST-TEST

POST-ASSESSMENT

GENERAL DIRECTIONS: Choose the best answer for each question.

1. The concentration of speech correction services is found in:

    (a) kindergarten through second grade
    b. Grades 3 to 5
    c. Grades 6 and 7
    d. Junior high school
    e. high school.

2. In the development of speech, the average child says his first meaningful word at about

    a. 9-12 months
    b. 12-15 months
    (c) 15-18 months
    d. 18-21 months
    e. 21-24 months.

3. Approximately 80 percent of speech cases in school are:

    a. vocal disorders
    (b) functional articulation disorders
    c. stuttering
    d. delayed speech
    e. nasality.

4. The most difficult type of articulatory defect to correct is:

    a. substitution
    b. distortion
    (c) omission
    d. addition
    e. nasality.

5. The most common defects in vocal quality are:

   a. vocal intensity and loudness
   b. pitch and resonance
   c. pitch and intensity
   (d) phonation and resonance
   e. resonance and vocal timing disturbances.

6. The percentage of school-age children with speech defects requiring correction is approximately:

   a. 1-3%
   (b) 3-5%
   c. 5-7%
   d. 7-9%
   e. 9-11%

7. The first assessment to be made of a child with a speech defect is his:

   a. social awareness
   (b) intellectual developmenr
   c. motor ability
   d. articulation
   e. social maturity.

8. A child with a nasal "twang" may be said to have:

   (a) hypernasal speech
   b. denasal speech
   c. a regional dialect
   d. tonal difficulties
   e. inflammation of the vocal chords.

9. In the preliminary examination of children, most speech correctionists use:

   (a) a picture type test
   b. Gray's Oral reading test
   c. a tongue twister
   d. an audiometer
   e. a list of the consonant sounds.

10. Stimulation recall with auditory, visual, and kinesthetic cues is part of the speech correctionist's program for those who are:

    a. perceptually disabled
    (b) hard of hearing
    c. retarded
    d. crippled
    e. brain injured.

11. The best course of action for the school speech correctionist upon observation that a kindergarten child substitutes "w" for "r" would be to:

    a. schedule the child for speech therapy
    b. refer the child to a clinic for complete diagnosis
    (c) let nature solve the problem
    d. notify the parents regarding modification of the learning environment at home
    e. employ the kinesthetic method.

12. Functional speech defects are caused by:

    a. structural malformations
    (b) auditory discrimination errors
    c. neurological dysfunction
    d. poor perceptual development
    e. articulation difficulties.

13. Articulation disorders are associated with:

    a. vocal timing disturbances
    b. rhythm disorders
    c. mental retardation
    d. cleft palate
    (e) problems of substitution, omission, distortion, and addition.

14. If a child says "wight" for "right" and "yewo" for "yellow," he may be suffering from the articulation defect known as:

    a. delayed speech
    b. distortion
    (c) substitution
    d. omission
    e. addition.

15. The term that indicates a vocal disorder rather than an articulatory defect is:

a. stuttering
b. addition
c. omission
d. substitution
(e) nasality.

16. In the correction of vocal disorders, the primary concern is the:

(a) production of sound
b. formation of sound
c. elimination of sound
d. intensity of tone patterns
e. age of the child.

17. Delayed speech is the standard diagnosis when the child:

a. has trouble pronouncing consonants, thereby delaying speech
b. stutters
c. cannot discriminate between sounds
(d) does not develop speech appropriate to his age level
e. cannot direct air flow and make the rapid shifts necessary to articulate intelligible sounds

18. Most children who have speech defects are:

a. physically handicapped
(b) otherwise normal
c. mentally retarded
d. emotionally disturbed
e. neurologically handicapped.

19. To alleviate primary stuttering it is best to:

a. decrease fears and make the child deal with the problem
b. help the child solve emotional problems
(c) decrease unfavorable speech conditions in the environment
d. correct bad speech practices
e. instruct the child in proper breathing techniques.

20. Stuttering is generally considered to be:

a. differential timing of speech
b. a fluency problem
c. a vocal defect
d. an articulation defect
(e) a rhythm disorder.

Department of Education

SOUTH CAROLINA STATE COLLEGE

Orangeburg, South Carolina

Reference System Designation:

Program: Elementary Teacher Education

FRI-001

FOUNDATIONS OF READING INSTRUCTION

FOUNDATIONS OF READING INSTRUCTION COMPONENT

Rationale

As one of the major facets of communication and a tool of learning, reading serves as an indispensable function in our society. Encyclopedic knowledge and the most valued forms of competence and performance cannot be attained by one who cannot read proficiently. Consequently, the component, Foundations of Reading Instruction, has as its aim to focus on the teacher and what she should know about reading instruction. The knowledge and skills include such broad headings as:

- -Definitions, skills and types of reading programs
- -The learner
- -Instructional responsibilities
- -Current concerns

The pursuance of these aims will involve the participants in processing information at the cognitive, psychomotor and affective levels. To provide these experiences on the field, contact will be made with teacher/pupil learning situations, microteaching, use of media and modularizing theory and activities. Also the Language Arts Laboratory, Curriculum Laboratory and the Miller F. Whittaker Library will serve as central information retriever centers.

It is discernible that these learning experiences are necessary to achieve proficiencies in the sequential components to follow.

Objectives

As a result of participating in the activities provided in this component, each participant will achieve the following objectives:

1. Demonstrate a knowledge of the word recognition skills and several strategies for teaching them.
2. Demonstrate a knowledge of the comprehension skills and several strategies for teaching them.
3. Demonstrate a knowledge of the reading study skills and have several strategies for teaching them in relation to content subjects.
4. Be able to evaluate and synthesize research in reading and apply the findings to classroom practice.
5. Demonstrate a knowledge of selected published materials for reading instruction.
6. Be able to test and judge the effectiveness of one piece of material or equipment as a result of initiating action research during the semester.
7. Demonstrate an ability to individualize reading instruction on the basis of pupil strengths and weaknesses.
8. Critically select standardized reading tests.
9. Demonstrate a knowledge of several approaches to reading instruction.
10. Show an understanding of the reading process and its relationship to the characteristics of the learner.
11. Show an understanding of reading to the total language arts program.

COMPONENT: FOUNDATIONS OF READING INSTRUCTION

Content and Organization of Component Clusters

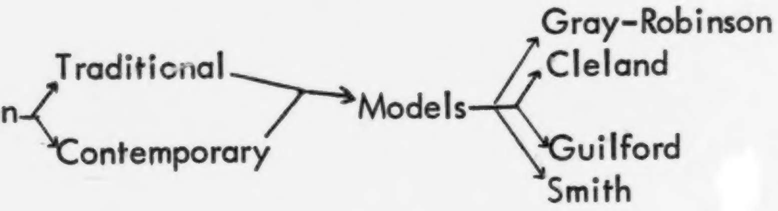
CLUSTERS

FRI-001 -- ORIENTATION

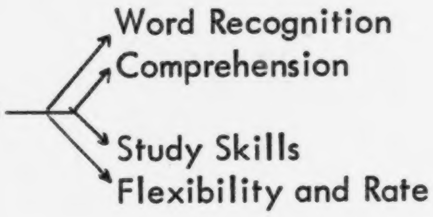
FRI-002 -- THE NATURE OF THE READING PROCESS

MODULES

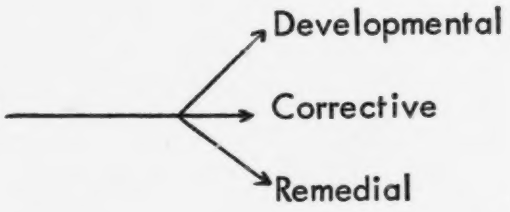
002.01 (SCS) - Definition



002.02 (SCS) - Skills



002.03 (SCS) - Instructional Programs



FRI-003 -- The Learner

003.01 (SCS) - The Nature of the Learner

003.02 (SCS) - Vital Aspects and Conditions of Learning — READINESS
- Sex Differences
- Mental Maturity
- Social and Emotional Behavior
- Physical Maturity
- Perceptual Maturity
- Interest/Motivation
- Experience Background
- Language Development

003.03 (SCS) - Types of Learners
- Average
- Slow
- Gifted
- Disadvantaged
- Handicapped

FRI-004 -- INSTRUCATIONAL RESPONSIBILITIES

004.01 (SCS) - Knowing the Learner
- Level of Development
- Strengths, Weaknesses, Special problems

004.02 (SCS) - Providing Learning Atmosphere

004.03 (SCS) - Knowledge of Many Approaches, Materials and Resources
- Basal
- Individual
- Programmed
- Artificial Orthography
  - i.t.a.
  - Uniform
  - Diacritical Marking → words in color and phono-visual
- Phonics

004.04 (SCS) - Organizing for Instruction
- Group
- Individualized

004.05 (SCS) - Strategies for Teaching All Reading Skills

004.06 (SCS) - Techniques of Reading Appraisal and Diagnostic Problems
- Formal
- Informal

004.07 (SCS) - Appreciation and Mino-set for Life-long Reading

FRI-005 -- CURRENT SOURCES AND DEVELOPMENT

005.01 (SCS) - Issues
- Early Reading Instruction
- Programmed Tutoring
- Uses of Technology
- Right to Read
- Uses of Basals

Domain
Dawkin
Denver

005.02 (SCS) - Resources
- Periodicals
- Books
- Retrival Centers
- Special Publications of Organizations

Prerequisites

This component does not require participants to have any prerequisite competencies other than those which typically would be considered as program entrance requirements.

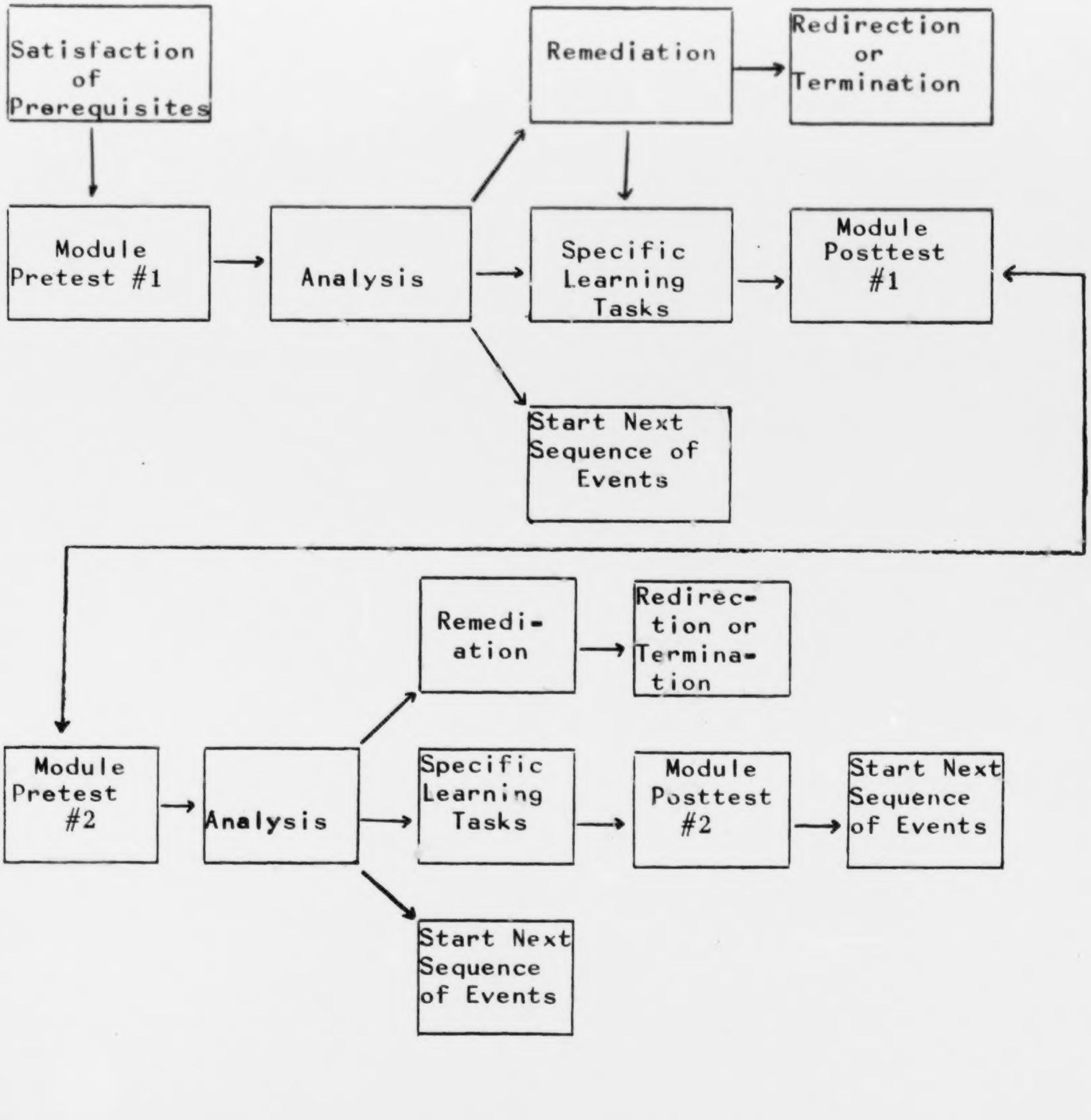
Clusters Within the Component

This component contains five clusters and should be followed in sequence.

Modules Within the Clusters

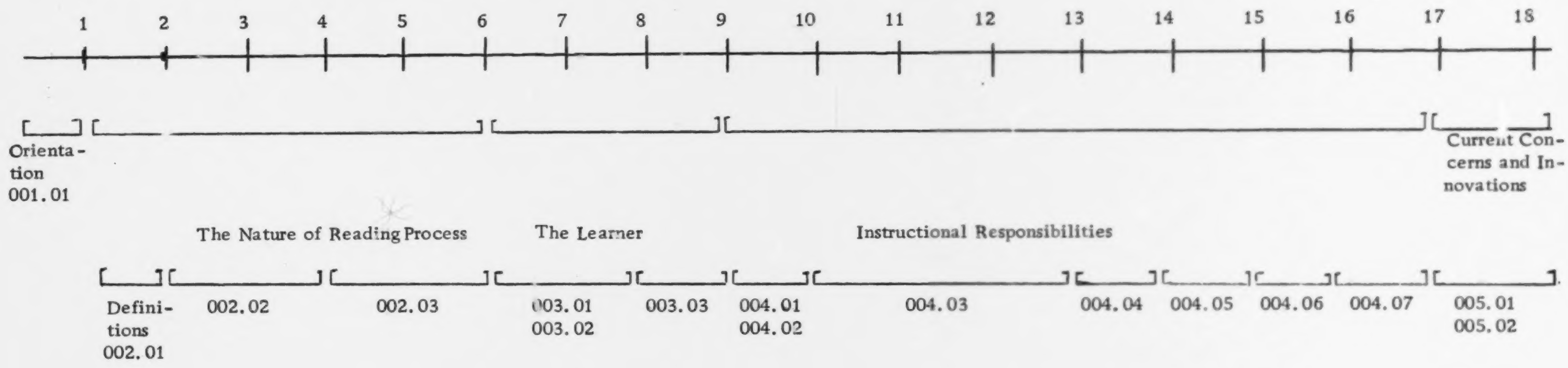
The clusters contain a total of 17 modules, each of which is related to an aspect of the objectives of the component.

DIAGRAM OF SPECIFICATIONS FOR SEQUENCE OF EVENTS DESIGNED FOR INDIVIDUALIZED INSTRUCTION


Satisfaction of Prerequisites
Remediation
Redirection or Termination
Module Pretest #1
Analysis
Specific Learning Tasks
Module Posttest #1
Start Next Sequence of Events
Remediation
Redirection or Termination
Module Pretest #2
Analysis
Specific Learning Tasks
Module Posttest #2
Start Next Sequence of Events
Start Next Sequence of Events

SEQUENCE OF CLUSTERS AND MODULES WITHIN THE COMPONENT

MODULES



COMPONENT: FOUNDATIONS OF READING INSTRUCTION

CLUSTER--FRI-004.: INSTRUCTIONAL RESPONSIBILITIES

MODULE--FRI-004.06 (SCS): INFORMAL READING INVENTORIES (IRI)

Rationale:

Appraising reading growth is a major foci of the instructional program. The teacher must determine the strengths and weaknesses of each student in order to adjust instruction to meet his needs. Also, if one is to know well that the reading objectives have been achieved and how the teaching program should be planned, there must be periodic appraisals of reading performance, in addition to constant observations and check-ups by the teacher. The technique of appraisal at any given time will depend upon what is to be appraised.

Before attempting to complete any of the following objectives, view the videotape, "The Informal Reading Inventory," (SCSC, A-V Department); read Informal Reading Inventories, by Johnson and Kress, pages 1-43; and chapter 21, "Discovering Specific Reading Needs," Betts, E. A., Foundations of Reading Instruction, American Book Company, 1954.

Objectives:

After reading specified materials and viewing the videotape and in some cases (where indicated by your instructor), completing other activities or using appropriate resources listed below, you will be able to demonstrate on the pretest your understanding of the IRI in appraising reading growth by:

-Writing a short paper; "The Nature of IRI: Its Strengths and Weaknesses."
-Defining a selected list of related terms with a minimum of 90% correct responses.
-Listing in sequence, the procedures for using the IRI.
-Analyzing and evaluating a sample IRI.

Pretest:

1. Given the selected topic, "The Nature of IRI: Its Strengths and Weaknesses," the student will write a short paper during a one hour period. The instructor will judge the acceptability of the paper (1.10, 2.10, 4.00)*.

2. The student will identify the following terms with a minimum of 90% accuracy (1.11, 4.30):

   a. techniques of appraisal
   b. informal test
   c. standardized test
   d. day-by-day observation
   e. profile
   f. test norms
   g. oral reading
   h. capacity
   i. specialized reading skills
   j. instructional level
   k. capacity level
   l. independent level
   m. frustration level
   n. silent reading
   o. word recognition
   p. reading disability

3. List in order, the procedure for administering the IRI (4.30).

4. List the strengths and weaknesses of the IRI along with the need for such an instrument over and beyond formal measures (2.00, 4.00, 4.30).

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*Numbers represent evaluation in terms of Cognitive Domain of Learning.

5. Demonstrate your ability in administering the IRI (3.00, 4.30).

NOTE: If the student successfully obtains 90% accuracy on the pretest, he may proceed to the next module. He has tested out at the pretest level. If not, he will follow the module sequentially.

Purpose:

The prospective teacher should be familiar with a wide variety of techniques for appraising reading ability and performance, therefore, this knowledge and skill are essential for evaluating individual reading growth.

Resource Materials:

Betts, E. A., Foundations of Reading Instruction, Chapter 21.

Botel, Morton, Botel Reading Inventory.

Barbe, W., Personalized Reading Instruction, pp. 67-

DeBoer, D. L., Reading Diagnosis and Evaluation, pp. 93-125.

Johnson, M. and Kress, R., Informal Reading Inventories, pp. 1-43.

Film: Diagnosing Reading Problems, Syracuse University.

Videotape: The Informal Reading Inventory, SCSC A-V Center.

Learning Activities:

1. Before doing any reading or work on any activity, READ THE OBJECTIVES (C2.00).

2. Read pages 1-43 in Informal Reading Inventories, Johnson and Kress, and explain (C2.10, C2.20):

    a. Why IRI?
    b. The nature of IRI.
    c. List the procedures for the group inventory.

3. Check the vocabulary list to clarify all misconceptions. Refer to the glossary of Betts, Foundations of Reading Instruction, or check for the meaning of the context as you read.

4. Review Betts, chapter 21, and Johnson and Kress, pages 1-43. Read DeBoer, pages 93-125 and critically analyze and evaluate the IRI as an informal measure of reading performance. As a result, you should be able to draw your conclusions.

5. Based upon your total experience thus far, you should be prepared to lead a discussion on the IRI and interact freely and knowledgeably throughout the discussion.

6. Reinforce your learning by viewing the film, Diagnosis of Reading Problems.

7. Proceed independently to explore other ramifications of the IRI.

Performance Criterion:

Demonstrate your knowledge and skill of the IRI by administering the instrument to a student employing the appropriate motivational techniques, procedures, symbols for scoring, correct analysis, evaluation and placement.

Posttest:

Same as Performance Criterion.

Taxonomy:

COGNITIVE DOMAIN

1.00 Knowledge

1.10 Knowledge of Specifics

Pretest Item #1

1.11 Knowledge of Terminology

Pretest Item #2
Activity #3

1.22 Knowledge of Trends and Sequences

Activity #3
Activity #7

2.00 Comprehension

Pretest Item #4
Activities #1, 5, and 6

2.10 Translation

Pretest Item #1
Activity #2

2.20 Interpretation

Activities #2, 4, 5, and 6

3.00 Application

Pretest #5
Activity #5

4.00 Analysis

Pretest Items #1 and 4
Activities #5, 6, and 7

4.30 Analysis of Organizational Principles

Pretest Items #3, 4, and 5
Activity #2

5.00 Synthesis

The Performance Criterion

6.00 Evaluation

Activities #4, 6, and 7

PSYCHOMOTOR DOMAIN

1.0 Perception

1.1 Sensor Stimulation

1.1.1 Auditory

The general activity listed on page one of the module.
Activities #5 and 6.

1.1.2 Visual

Pretest Items #1-4
Activities #1-7

1.1.5 Kinesthetic

Pretest Items #1-5
Activity #2

1.3 Translation

Pretest Items #1, 2, 3, 4, and 5
Activities #2 and 3

2.0 Set

2.1 Mental Set

2.2 Emotional Set

Activities #1, 2, and 3

3.0 Guided Response

3.1 Initiation

Pretest Items #1-7
Activities

3.2 Trial and Error

Pretest Items #1-7

4.0 Mechanism

Pretest Item #5
Activities #5-7

5.0 Complex Overt Response

5.1 Resolution of Uncertainity

The Performance Criterion

5.2 Automatic Performance

The Performance Criterion

AFFECTIVE DOMAIN

1.0 Receiving

All Pretest Items and Activities

1.1 Awareness

All Pretest Items and Activities

1.2 Willingness to Receive

All Pretest Items and Activities

1.3 Controlled or Selected Activities

Pretest Items #2 and 3

2.0 Responding

Pretest Items #1-7;
Activities #1-5

2.2 Willingness to Respond

Pretest Items #3, 4, and 5
Activities #5, 6, and 7

2.3 Satisfaction in Response

Activities #5, 6, and 7

3.0 Valuing

Activities #5, 6, and 7